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ABSTRACT

The appendix to the report of the minimum objective system of the Hinesburg Elementary School (Vermont) includes language arts objectives from kindergarten through grade 6. Most objectives are presented in the format of condition (or task), student behavior, and criteria. Also included are schedules for language arts activities throughout the year at each grade level. Graphs are given to chart expected student progress through the various reading materials. The following types of objectives are included: pre-reading, language development (kindergarten), auditory skills (kindergarten), beginning reading, creative writing, reading comprehension, oral communication, grammatical accuracy, listening skills, oral reading, spelling, and writing a research paper. (DB)

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APPENDIX A:

LANGUAGE ARTS OBJECTIVES

DEVELOPED BY THE K-6 TEACHERS

AT THE

HINESBURG ELEMENTARY SCHOOL

EC 062888

This is a portion of a report on the development and implementation of a minimum objective system in the Hinesburg Elementary School, Hinesburg, Vermont, June, 1974. The complete report is made up into four separate sections:

1. A REPORT: THE DEVELOPMENT AND IMPLEMENTATION OF A MINIMUM OBJECTIVE SYSTEM IN THE HINESBURG ELEMENTARY SCHOOL
2. APPENDIX A: LANGUAGE ARTS OBJECTIVES DEVELOPED BY THE K-6 TEACHERS AT THE HINESBURG ELEMENTARY SCHOOL
3. APPENDIX B: HINESBURG ELEMENTARY SCHOOL MINIMUM OBJECTIVES FOR SCIENCE, PHYSICAL EDUCATION, MUSIC, LIBRARY AND MATH
4. APPENDIX C: REVISED MINIMUM OBJECTIVES K-6, LANGUAGE ARTS, HINESBURG ELEMENTARY SCHOOL

APPENDIX A

KINDERGARTEN MINIMUM OBJECTIVES

Patricia Halloran

and

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PRE-READING MINIMUM OBJECTIVES - Kindergarten

Condition	Behavior	Criteria
1. Given five first names of classmates printed either on blackboard or flash cards	the child will pick out his own name	on every occasion K.4
2. Given five first names of classmates printed either on blackboard or flash cards	the child will pick out	three out of five names K.5
3. Given a model of the child's first name, piece of paper and pencil	the child will print his first name	correctly K.6
4. Given the set of upper case alphabet letters in random order	the child will name the letters correctly	with 100% accuracy K.7
5. Given a pencil and piece of paper	the child will print his first name	with the first letter in upper case and following letters in lower case K.7
6. Given the set of lower case alphabet letters in random order	the child will name the letters correctly	with 100% accuracy K.8
7. Given a model of the upper case letters and piece of paper and pencil	the child will write the upper case letters	100% correctly as judged by the teacher K.8
8. Given a model of the child's first and last name, pencil and piece of paper	the child will print his name	correctly K.8
9. Given 5 pairs of initial sound pictures	the child will match the 5 pairs	with 100% accuracy K.9
10. Given a model of the lower case letters and piece of paper and pencil	the child will write the lower case letters	100% correctly as judged by the teacher K.9
11. Given 10 pairs of initial sound pictures	the child will match the 10 pairs	with 100% accuracy 1.0
12. Given a pencil and piece of paper and a prompt to write the upper and lower case alphabet	the child will write the upper and lower case letters	100% correctly as judged by the teacher 1.0

Pre-Reading

	1	2	3	4	5	6	7	8	9	10	11

LANGUAGE DEVELOPMENT MINIMUM OBJECTIVES - Kindergarten

Condition	Behavior	Criteria
1. Given a prompt by the teacher "Point to ___" (ex. chair, desk, window, piano, blackboard)	the child will point to each object he is directed to	100% accuracy K.1
2. Given a three word sentence	the child will repeat the sentence	with no errors K.1
3. Given the questions "Do you go to school?" or "Do you have any brothers or sisters?" and contingent attention	the child nods his head to indicate yes or no and has eye contact	on every occasion K.1
4. Given a greeting by an adult and contingent attention	the child says "Hello" or its equivalent and has eye contact	on every occasion K.1
5. Given a prompt "Point to ___ and name" 10 major objects in school environment (ex. desk, chair, window, piano, blackboard)	the child will verbally name the 10 objects	100% accuracy K.2
6. Given a prompt from the teacher to sing the alphabet song	the child will sing the alphabet song, naming the letters	with 50% accuracy K.2
7. Given the questions "Do you go to school?" or "Do you have any brothers or sisters?" and contingent attention	the child says yes or no and has eye contact	on every occasion K.2
8. Given a group of objects and the direction to name and to separate objects into groups of objects that are alike	the child will name each object and put it into its appropriate group	on every occasion K.2
9. Given four picture objects from various categories (ex. toys, household things, animals)	the child will name each picture	100% accuracy K.3

Condition	Behavior	Criteria
10. Given repetition of a 4 line poem on 4 consecutive days and a prompt to recite	the child will recite the poem	with no errors K.3
11. Given 4 presentations of a set of 4 pictures and a sentence (with a maximum of seven words) for each picture	the child will recite the sentence	with no errors K.4
12. Given a prompt from the teacher to sing the alphabet song	the child will sing the alphabet song, naming the letters.	with 100% accuracy K.4
13. Given the questions "What is your name?" "Where do you live?" "What is your telephone number?' and contingent attention on a continuous schedule	the child says his name, street address, town and telephone number and has eye contact	on every occasion K.4
14. Given a group of objects and the direction to name each object using sentence patterns, This is ___; These are ___.	the child will name the objects using appropriate sentence patterns	on every occasion K.4
15. Given a prompt from the teacher to recite the alphabet	the child will recite the alphabet	with 100% accuracy K.5
16. Given an object and a prompt by the teacher to describe the object in three sentences	the child will describe the object using at least 3 complete, grammatically correct sentences	on every occasion K.5
17. Given a wall chart and a prompt from the teacher to recite the alphabet and to point to each letter as he says it	the child will recite the alphabet and point to each corresponding letter	with 50% accuracy K.6
18. Given a model short story and a prompt to retell the story	the child will be able to retell the story using complete grammatically correct sentences in proper sequence	on every occasion K.8

Language Development

	1	2	3	4	5	6	7	8

AUDITORY SKILLS MINIMUM OBJECTIVES - Kindergarten

Condition	Behavior	Criteria
1. Given two sounds of different intensity	the child will verbally state which was the louder sound and which was the softer sound	with 100% accuracy K.2
2. Given a simple rhyme of three lines and a prompt to recite	the child will recite the rhyme	with 100% accutacy K.2
3. Given groups of sounds and a worksheet with pictures of the objects that produce the sound	the child will mark the picture of the object corresponding to the loudest or softest sounds as directed	with 100% accuracy K.3
4. Given a worksheet with a group of objects and the sounds that correspond to the objects	the child will mark the object that corresponds to the sound	with 100% accuracy K.3
5. Given a simple three line rhyme with the end rhyming word missing and a prompt to name the missing word	the child verbally will supply the missing word	with 100% accuracy K.3
6. Given four succeeding sounds and a prompt to name the sound heard first	the child will verbally name the first sound given	with 100% accuracy K.4
7. Given three pictures, two of which rhyme and a prompt to match the pictures that rhyme	the child will match the two pictures that rhyme	with 100% accuracy K.4
8. Given four succeeding sounds and a prompt to name the first and last sounds heard	the child will verbally name the first and last sounds given	with 100% accuracy K.5
9. Given a short story told by teacher and a prompt "What happened first?"	the child will verbally describe what happened first	100% of the time K.5

Condition	Behavior	Criteria
10. Given three succeeding sounds and a prompt to name each sound in the order heard	the child will verbally name each sound given in sequenial order	with 100% accuracy K.6
11. Given a short story told by the teacher and the prompts "What happened first?", "What happened last?"	the child will verbally describe what happened first and last	100% of the time K.6
12. Given a word and a prompt to name a rhyming word	the child will verbally rhyme that word with another word	with 100% accuracy K.7
13. Given a short story told by the teacher and the prompts "What happened first?" "What happened next?" "What happened last?"	the child will verbally describe what happened first, next, last	100% correctly K.7
14. Given a prompt to tell a short story in order	the child will tell a short story in sequential order	100% correctly K.8

AUDITORY SKILLS	1	2	3	4	5	6	7

VISUAL SKILLS MINIMUM OBJECTIVES - Kindergarten

Condition	Behavior	Criteria
1. Given a prompt "What color is this?"	the child recognizes and names basic colors (red, blue, green, yellow, orange, purple, brown, black)	with 25% accuracy K.1
2. Given a blank piece of paper, a pencil and a prompt (e.g., "Draw a person. It can be a man, a woman, a boy or a girl.)	the child draws a person	including 4 of the 10 body parts (head, eyes, rose, mouth, hair, body, arms, legs, hands and feet) K.1
3. Given object(finger, toy car), maze and a prompt to follow the path	the child will follow on the path of the maze to the end	without going off the path 100% of the time K.1
4. Given a set of three objects in which one is different and two are the same, and a prompt	the child will point to the object that is different	with 100% accuracy K.1
5. Given 2 objects of clearly different sizes and a prompt "Which is larger?"	the student will point to larger or smaller object	100% of the time K.2
6. Given a worksheet with two parallel lines 1/2" apart and a pencil	the child will draw a line going from left to right	without going off the path 100% of the time K.3
7. Given objects of different lengths and heights and prompt "Which is longer?", "Which is shorter?", "Which is taller?"	the student will point to the shorter, longer or taller	100% of the time K.3
8. Given a set of objects placed in a pattern	the child will place the next object in the pattern	with 100% accuracy K.3

Condition	Behavior	Criteria
9. Given a prompt "What color is this?"	the child recognizes and names basic colors (red, blue, green, yellow, orange, purple, brown, black)	with 50% accuracy K.4
10. Given 2 objects in different vertical planes and a prompt "Which is high?", "Which is low?"	the student will point to the higher or lower object	100% of the time K.4
11. Given a set of objects placed in a pattern and another set of objects	the child will duplicate the given pattern	with 100% accuracy K.4
12. Given two sequence pictures	the child will be able to designate the picture that comes first and what comes last	with 100% accuracy K.4
13. Given 2 sets of upper case letters	the child will match the letters that are the same	with no more than [illegible] errors K.4
14. Given a prompt (i.e., "What is this called?")	the child recognizes and names the basic shapes (circle, square, triangle, rectangle)	with 50% accuracy K.4
15. Given 2 sets of lower case letters	the child will match the letters that are the same	with no more than 6 errors K.4
16. Given a blank piece of paper, a pencil and a prompt (e.g., "Draw a person. It can be a man, a woman, a boy or a girl")	the child draws a person	including 6 of the 10 body parts (hea eyes, nose, mouth, hair, body, arms, legs, hands and feet) K.4

Condition	Behavior	Criteria
17. Given a worksheet with two parallel lines 1/4" apart and a pencil	the child will draw a line going from left to right	without going off the path 100% of the time K.5
18. Given several objects of different weights and a prompt, "Which is heavy?", "Which is light?"	the child will designate the objects that are heavy and the objects that are light	100% of the time K.5
19. Given a set of objects placed in a pattern and another set of objects	the child will extend the given pattern three times	with 100% accuracy K.5
20. Given three sequenced pictures	the child will be able to designate the picture that comes first and what comes last	with 100% accuracy K.5
21. Given a worksheet with various separate shapes and a pencil	the child will be able to trace over the shapes	staying on the lines 100% of the time K.6
22. Given a group of four pictures in random order which tell a short story	the child will arrange the pictures in sequencial order from left to right	with 100% accuracy K.6
23. Given a worksheet with shapes that intersect and box of crayons	the child will trace over each shape in a different color	staying in the lines 100% of the time K.7
24. Given a group of five pictures in random order which tell a short story	the child will arrange the pictures in sequencial order from left to right	with 100% accuracy K.7
25. Given a prompt "What color is this?"	the child recognizes and names basic colors (red, blue, green, yellow, orange, purple brown, black)	with 75% accuracy K.8

Condition	Behavior	Criteria
26. Given a prompt (i.e., "What is this called?")	the child recognizes and names the basic shapes (circle, square, triangle, rectangle)	with 75% accuracy K.8
27. Given a blank piece of paper, a pencil and a prompt (e.g., "Draw a person. It can be a man, a woman, a boy or a girl.)	the child draws a person	including 8 of the 10 body parts (head eyes, nose, mouth, hair, body, arms, legs, hands and feet) K.8
28. Given a prompt by the teacher "What color is this?"	the child recognizes and names each of the eight basic colors (red, blue, green, yellow, orange, purple, brown, black)	with 100% accuracy 1.0
29. Given a blank piece of paper, a pencil and a prompt (e.g., "Draw a person. It can be a man, a woman, a boy or a girl.)	the child draws a person	including 10 body parts (head, eyes, nose, mouth, hair, body, arms, legs, hands and feet) 1.0
30. Given a prompt (i.e., "What is this called?")	the child recognizes and names the basic shapes (circle, square, triangle, rectangle)	with 100% accuracy 1.0
31. Given a set of objects	the child will devise his own pattern and extend it	at least once with 100% accuracy K.10

Visual Skills

	1	2	3	4	5	6	7	8	9

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SELF CARE SKILLS MINIMUM OBJECTIVES - Kindergarten

Condition	Behavior	Criteria
1. Given the child's need to use the bathroom	the child will use the toilet without assistance, so that there are no occasions of wetting or soiling and clothes are arranged and secured properly	100% of the time K.0
2. Given a basin, soap, water, towels and dirty hands	the child will wash and dry his hands without assistance so that the hands are clean and dry and there are no occasions of splashing	100% of the time K.0
3. Given a tissue and a runny nose	the child will blow his nose without assistance using the tissue so that the face and hands are clean	100% of the time K.0
4. Given clothing (coat, boots, hat, mittens, shoes, sweater) and adult proximity and contingent attention on a continuous schedule	the child will put on and take off clothing and put clothing away in the proper place	100% of the time K.3
5. Given a straw, milk, cracker and contingent attention on an intermittant schedule	the child will feed himself using the given utensils correctly without spilling milk	more than once every snack K.4
6. Given clothing (coat, boots, hat, mittens, shoes, sweater) and adult proximity and contingent attention on a continuous schedule	the child will put on and take off clothing and put clothing away so that the buttons, snaps, zippers and ties are secured when clothes are put on and clothes are in proper place when put away	100% of the time K.5

Condition	Behavior	Criteria
7. Given clothing (coat, boots, hat, mittens, shoes, sweater) and one occasion of contingent attention	the child will put on and take off clothing and put clothing away so that buttons, snaps, zippers and ties are secured when clothes are put on and clothes are in proper place when put away	100% of the time K.8
8. Given a straw, milk, cracker and contingent attention on an intermittent schedule	the child will feed himself using the given utensils correctly without spilling food on more than one occasion every other meal	100% of the time K.8
9. Given clothing (coat, boots, hat, mittens, shoes, sweater)	the child will put on and take off clothing and put clothing away so that buttons, snaps, zippers and ties are secured when clothes are put on and clothes are in proper place when put away	100% of the time 1.0
10. Given a meal or snack	the child will feed himself and use utensils	correctly on every occasion 1.0

Self - Care

	1	2	3	4	5	6	7	8	9

SOCIAL BEHAVIOR MINIMUM OBJECTIVES - Kindergarten

Condition	Behavior	Criteria
1. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and with adult seated at table and contingent attention on a continuous schedule	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 10 minute interval without aggressive actions/verbalizations or emotional outbursts (e.g., crying, screaming) or self-stimulation behaviors which preclude attention to the game K.1
2. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materials, books) with adult seated at table	the child attends to the material	according to the directions for at least 80% of a 5 minute interval and such that progress is made toward completion of the assigned activity K.1
3. Given the direction to leave the work area, find a specific item (e.g., a book, article of clothing, etc.) and bring it to the work area with adult accompanying the child and contingent attention on a continuous schedule	the child leaves the area to begin the task	within 5 seconds and such that the task is completed within one minute K.1
4. Given directions to omplete two tasks (e.g., completing a puzzle and constructing a clay figure) in an order such that the least preferred task is to be completed first with adult seated beside child and with contingent attention on a continuous schedule	the child completes the least preferred task	before beginning the next task K.1

Condition	Behavior	Criteria
5. Given two or more children and directions to complete a task (e.g., pick up two scrambled decks of cards and place in two separate piles with numbered and face sides down.) with adult beside child and with contingent attention on a continuous schedule	the child works with other children to complete the assigned taks	such that each child shares in completion of the task and there are no aggressive actions/verbalizatio or emotional outbursts (e.g., crying, screaming) or self-stimulatio behaviors which preclude attention to the game K.1
6. During any time of the day	the child initiates aggressive speech	on no occasions K.1
7. During any time of the day	the child initiates aggressive actions	on no occasions K.1
8. During any time of the day when there is no physical reason	the child cries or whines	on no occasions K.1
9. During a specific 10 minute activity period	the student will sit in his chair	at all times K.1
10. When going from any part of the building to classroom	the child will walk	with no occasion of running K.1
11. When the child needs teacher attention	the child will raise his hands and wait for teacher recognition	on every occasion K.1
12. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and with adult seated at table and contingent attention on an intermittent schedule	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 10 minute interval without aggressive actions verbalizations or emotional outburst (e.g., crying, screaming) or seli stimulation behavi which preclude attention to the gai
13. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materials, books) with adult seated at table	the child attends to the material	according to the directions for at least 80% of a 5 minute interval a such that progres is made toward co pletion of the assigned activity K

Condition	Behavior	Criteria
14. Given the direction to leave the work area, find a specific item (e.g., a book, article of clothing, etc.) and bring it to the work area with adult accompanying the child and contingent attention on an intermittent schedule	the child leaves the area to begin the task	within 5 seconds and such that the task is completed within one minute K.2
15. Given entrance or exit to or from class each day	the child will greet the teacher with hello/good-bye verbally in a positive manner	each day K.2
16. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and with adult seated at table and contingent attention on a continuous schedule	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 15 minute interval without aggressive actions verbalizations or emotional outburst (e.g., crying, screaming) or self stimulation behavi which preclude att tion to the game K
17. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materials, books) with adult near table	the child attends to the material	according to the directions for at least 80% of a 5 minute interval and such that prog ress is made towar completion of the assigned activity
18. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and with adult near table and contingent attention on an intermittent schedule	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 15 minute interval without aggressive action verbalizations or emotional outburs (e.g., crying, sc ing) or self-stimulation behaviors which preclu attention to the game K.4

Condition	Behavior	Criteria
19. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materials, books) with adult near table	the child attends to the material	according to the directions for at least 80% of a 10 minute interval and such that progress is made toward completion of the assigned activity K.4
20. Given the direction to leave the work area, find a specific item (e.g., a book, article of clothing, etc.) and bring it to the work area with adult accompanying the child for 1/4 of the distance and contingent attention on an intermittent schedule	the child leaves the area to begin the task	within 5 seconds and such that the task is completed within one minute K.4
21. Given 2 or more children, an adult, a story read by an adult, a discussion of the story with adult prompt and contingent attention	the child volunteers verbal responses	at least once during the session such that the response is related to the story content and/or the discussion K.4
22. Given directions to complete two tasks (e.g., completing a puzzle and constructing a clay figure) in an order such that the least preferred task is to be completed first with adult seated beside child and with contingent attention on an intermittent schedule	the child completes the least preferred task	before beginning the next task K.4
23. Given two or more children and directions to complete a task (e.g., pick up two scrambled decks of cards and place in two separate piles with numbered and face sides down.) with adult beside child and with contingent attention on an intermittent schedule	the child works with other children to complete the assigned task	such that each child shares in completion of the task and there are no aggressive actions/verbalizations or emotional outbursts (e.g., crying, screaming) or self-stimulation behaviors which preclude attention to the game K.4

Condition	Behavior	Criteria
24. Given 2 or more children, an adult, a story read by an adult, a discussion of the story with adult prompt and contingent attention for volunteering responses	the child interrupts the discussion	fewer than two times during the session such that the interruption is not related to the story content and/or the discussion K.
25. Given planned discussion between teacher and a child dealing with problems between two children and followed by two questions the teacher will present both positive and negative solution to the problem	the child will choose a positive solution	100% of the time as judged by the teacher K.4
26. Given entrance or exit to or from class each day	the child will greet two children with hello/good-bye verbally in a positive manner	each day K.4
27. During a specified 20 minute activity period	the student will sit in his chair	at all times K.5
28. Given a planned discussion between teacher and child dealing with problems between two children and followed by 4 questions	the child will emit a positive solution to the problems	100% of the time as judged by the teacher K.5
29. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and with adult near table and contingent attention on intermittent schedule	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 20 minute interval without aggressive actions verbalizations or emotional outburst (e.g., crying, screaming) or self stimulation behavi which preclude attention to the gam K.6

Condition	Behavior	Criteria
30. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materials, books) with adult near table	the child attends to the material	according to the directions for at least 80% of a 10 minute interval and such that progress is made toward completion of the assigned activity K.6
31. Given the direction to leave the work area, find a specific item (e.g., a book, article of clothing, etc.) and bring it to the work area with adult not accompanying the child and contingent attention on an intermittent schedule	the child leaves the area to begin the task	within 5 seconds and such that the task is completed within one minute K.8
32. Given a planned discussion between two or more children and teacher dealing with problems between two children and followed by four questions	all of the children will emit a positive solution to the problem	100% of the time as judged by the teacher K.6
33. Given entrance or exit to or from class each day	the child will greet 5 children with hello/good-bye verbally in a positive manner	each day K.6
34. Given any situation between teacher and one child requiring the child to make a choice between a positive or negative solution to problem	all the children will emit a positive solution	100% of the time as judged by the teacher K.7
35. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and with adult near table and contingent attention only at end of interval	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 20 minute interval without aggressive actions/verbalizations or emotional outbursts (e.g., crying, screaming) or self-stimulation behaviors which preclude attention to the game K.8

Condition	Behavior	Criteria
36. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materials, books) with adult near table	the child attends to the material	according to the directions for at least 80% of a 20 minute interval and such that progress is made toward completion of the assigned activity K.8
37. Given 2 or more children, an adult, a story read by an adult, a discussion of the story with no adult prompt and with contingent attention	the child volunteers verbal responses	at least once during the session such that the response is related to the story content and/or the discussion K.8
38. Given directions to complete two tasks (e.g., completing a puzzle and constructing a clay figure) in an order such that the least preferred task is to be completed first with adult in room and with contingent attention on an intermittent schedule	the child completes the least preferred task	before beginning the next task K.8
39. Given two or more children and directions to complete a task (e.g., Pick up two scrambled decks of cards and place in two separate piles with numbered and face sides down.) with adult in room and with contingent attention on an intermittent schedule	the child works with other children to complete the assigned task	such that each child shares in completion of the task and there are no aggressive actions/verbalizations or emotional outbursts (e.g., crying, screaming) or self-stimulation behaviors which preclude attention to the game K.8
40. Given 2 or more children, an adult, a story read by an adult, a discussion of the story with no adult prompt and with contingent attention for volunteering responses	the child interrupts the discussion	fewer than two times during the session such that the interruption is not related to the story content and/or the discussion K.8

Condition	Behavior	Criteria
41. Given any situation between teacher and two or more children requiring the children to make choices between a positive or negative solution to a problem	all the children will emit a positive solution	100% of the time as judged by the teacher K.9
42. Given 2 or more children, a card game or board game with rules (e.g., Old Maid, Candyland) and adult proximity with no contingent attention	the child plays the game with the other child(ren)	according to the rules of the game for at least 80% of a 20 minute interval without aggressive actions/verbalizations or emotional outbursts (e.g., crying, screaming) or self-stimulation behaviors which preclude attention to the game 1.0
43. Given a work table, an adult assigned activity, play materials (e.g., puzzle, clay, drawing materiels, books), no adult present	the child attends to the material	according to the directions for at least 80% of a 20 minute interval and such that progress is made toward completion of the assigned activity 1.0
44. Given the direction to leave the work area, find a specific item (e.g., a book, article of clothing, etc.) and bring it to the work area with the adult staying at work area and one occasion of contingent attention (Thank you!)	the child leaves the area to begin the task	within 5 seconds and such that the task is completed within one minute 1.0
45. Given 2 or more children, an adult, a story read by an adult, a discussion of the story with no adult prompt and no contingent attention	the child volunteers verbal responses	at least once during the session such that the response is related to the story content and/or the discussion 1.0

Condition	Behavior	Criteria
46. Given directions to complete two tasks (e.g., completing a puzzle and constructing a clay figure) in an order such that the least preferred task is to be completed first with an adult in room and with no contingent attention	the child completes the least preferred task	before beginning the next task 1.0
47. Given two or more children and directions to complete a task (e.g., Pick up two scrambled decks of cards and place in two separate piles with numbered and face sides down.) with adult in room and with no contingent attention	the child works with other children to complete the assigned task	such that each child shares in completion of the task and there are no aggressive actions/verbalizations or emotional outbursts (e.g., crying, screaming) or self-stimulation behaviors which preclude attention to the game 1.0
48. Given 2 or more children, an adult, a story read by an adult, a discussion of the story with no adult prompt and no contingent attention for volunteering responses	the child interrupts the discussion	fewer than two times during the session such that the interruption is not related to the story content and/or the discussion 1.0

Social Behavior

	1	2	3	4	5	6	7	8	9	10	11	12

BODY COORDINATION MINIMUM OBJECTIVES- Kindergarten

Condition	Behavior	Criteria
1. Given a cue "What is this?" and "Point to your ___."	the child names and points to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrow, cheek, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for at least 12 of the 27 body parts K.1
2. Given a cue (e.g., "Show me your right hand.")	the child demonstrates directional concepts (right/left, up/down, over/under, on/off, above/below, in/out, around/through, first/middle/last, front/back/beside)	within 5 seconds for at least 6 of the concepts listed K.1
3. Given a cue and a model with no contingent attention	the child walks	for a distance of 10 feet so that he pushes off with the ball and toes of one foot, swings knee and ankle forward, transfers weight to ball and toe of foot swinging forward, alternates right and left without breaking sequence, swings arms in opposition to legs, and points toes straight ahead. K.1
4. Given a cue and a model	the child walks on a one inch wide tape	for a distance of 5 feet so that the tape is covered K.1

Condition	Behavior	Criteria
5. Given a cue and a model	the child runs	for a distance of 10 feet so that he pushes off with ball and toes of one foot, raises knee of foot moving forward, both feet leave ground, alternates right and left without breaking sequence, swings arms in opposition to legs, and points toes straight ahead K.1
6. Given a cue and a model with no contingent attention	the child jumps on two feet	for a distance of 10 feet so that both feet leave the floor and land simultaneously K.1
7. Given a cue and a model	the child walks up and down stairs	leading with the same foot on each step with a rhythmic motion K.1
8. Given a cue and a model	the child hops on one foot	three consecutive times with the same foot leaving the ground and landing and the other foot remaining in the air K.1
9. Given a cue and a model	the child hops on one foot	three consecutive times with the same foot leaving the ground and landing, and the other foot remaining in the air K.1
10. When thrown an eight inch ball from a distance of one foot	the child catches the ball	so that it does not hit the floor before or after it reaches his hands on four of five throws K.1

Condition	Behavior	Criteria
11. Given an eight inch ball, a target person one foot away and a cue	the child throws the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to either side to catch the ball, reaching forward or bending down to catch the ball on four of five tries K.1
12. Given a pair of scissors	the child holds the scissors	so that the thumb is in the top hole and the index or index and middle fingers are in the second hole K.1
13. Given a puzzle with 4 pieces which do not interlock	the child will fit each piece into the appropriate place	with 100% accuracy K.1
14. Given one color of paint or crayon and paper (finger paint/brush paint)	the child will cover the paper with the given material	on each occasion K.1
15. Given a piece of clay	the child will make a ball and a snake	with 100% accuracy K.1
16. Given a pair of blunt ended scissors and a blue line bisecting an 8 1/2" x 11" paper with intermittent contingent praise, modeling as necessary	the child cuts along the line	within a 1/2" margin of error and the scissors are held such that the thumb is in the upper hole and the index or index and middle fingers are in the lower hole K.1

Condition	Behavior	Criteria
17. Given a child on his hands and knees and prompt to crawl	the child will move forward in crawling motion for 10 feet	only falling no more than twice K.2
18. Given a cue "Move your ___."	the child will move the body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for each of at least 10 of the 23 body parts K.2
19. When thrown an eight inch ball from a distance of two feet	the child catches the ball	so that it does not hit the floor before or after it reaches his hands on four of five throws K.2
20. Given an eight inch ball, a target person two feet away and a cue	the child throws the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to either side to catch the ball, reaching forward or bending down to catch the ball on four of five tries K.2
21. Given an object suspended on a moving string	the child will track the object with both eyes without moving head	with 100% accuracy K.2
22. Given chalk or crayon	the child will hold the chalk or crayon in writing position	with 100% accuracy K.2

Condition	Behavior	Criteria
23. Given a puzzle with 6 pieces which do not interlock	the child will be able to fit each piece into appropriate place	with 100% accuracy K.2
24. Given a set of jumbo beads and a string	the child will place five of the beads on the string	with 100% accuracy K.2
25. Given a paper shape, a piece of construction paper and paste	the child will paste the shape to the paper	with little paste showing K.2
26. Given a line 8' long and 4" wide, a child in barefeet and a prompt to walk forward	the child will walk forward on the line for eight feet	not stepping off the line more than twice K.2
27. Given a child on his hands and knees and a prompt to crawl	the child will move forward in crawling motion for 10 feet	without falling K.3
28. Given an object suspended on a moving string	the child will track the object with both eyes while head is in motion	with 100% accuracy K.3
29. Given a puzzle with 13 or less interlocking pieces	the child will fit each piece into its appropriate place	with 100% accuracy K.3
30. Given 10 pieces of large macaroni and a string	the child will string the 10 pieces	with 100% accuracy K.3
31. Given a line 8' long and 4" wide, a child in barefeet and a prompt to walk forward or backward	the child will walk forward and backward on the line for eight feet	not stepping off the line more than one time K.3
32. Given a child on his hands and knees and a prompt to crawl	the child will move backward in crawling motion for 10 feet	only falling no more than twice K.4
33. Given a cue "What is this?" and "Point to your ___."	the child names and points to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrow, cheek, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for at least 15 of the 27 body parts K.4

Condition	Behavior	Criteria
34. Given a cue "Move your ___."	the child will move the body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for each of at least 5 of the 23 body parts K.4
35. Given a cue (e.g., "Show me your right hand.")	the child demonstrates directional concepts (right/left, up/down, over/under, on/off, above/below, in/out, around/through, first/middle/last, front/back/beside)	within 5 seconds for at least 8 of the concepts listed K.4
36. Given a cue and a model	the child walks on a one inch wide tape	for a distance of 10 feet so that the tape is covered by the feet K.4
37. Given a cue and a model	the child balances	on one foot, for at least 2 seconds by the age of 3 1/2 years K.4 K.1
38. Given a cue and a model	the child hops on one foot and then the other foot	for a distance of 10 feet so that he hops on one foot and then on the other in a rhythmic alternate sequence K.4
39. When thrown an eight inch ball from a distance of three feet	the child catches the ball	so that it does not hit the floor before or after it reaches his hands on four of five throws K.4

Condition	Behavior	Criteria
40. Given an eight inch ball, a target person three feet away and a cue	the child throws the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to either side to catch the ball, reaching forward or bending down to catch the ball on four of five tries K.4
41. Given an object suspended on a stationary string	the child will focus his eyes on the object while his head is in motion	100% accuracy K.4
42. Given a pair of blunt ended scissors and an arc bisecting an 8 1/2" x 11" paper and with intermittent contingent praise, modeling as necessary	the child cuts along the arc	within a 1/2" margin of error and the scissors are held such that the thumb is in the upper hole and the index or index and middle fingers are in the lower hole. K.4
43. Given several paper shapes, a piece of construction paper and paste	the child will paste the shape to the paper	with no paste showing K.4
44. Given a child on his hands and knees and a prompt to crawl	the child will move backward in crawling motion for 10 feet	without falling K.5
45. Given an object suspended on a string moving left to right	the child will track the object with both eyes	100% accuracy K.5
46. Given a puzzle with 20 or less interlocking pieces	the child will fit each piece into its appropriate place	with 100% accuracy K.5

Condition	Behavior	Criteria
47. Given a set of small beads and a string	the child will string five beads	with 100% accuracy K.5
48. Given a hammer, a large nail and a piece of soft wood	the child will hammer the large nail into the piece of soft wood	without hammering his finger such that the nail enters the soft wood K.5
49. Given two or more colors of paint or crayon and some paper (finger paint/brush paint)	the child will paint or crayon a picture on the paper	on each occasion K.5
50. Given a piece of clay	the child will make a figure	on each occasion K.5
51. Given several paper shapes, a piece of construction paper with these shapes drawn on it	the child will paste the appropriate shapes to construction paper	with no paste showing and all shapes in correct place K.5
52. Given a walking board 2" x 4" x 8' long, a child in barefeet and a prompt to walk forward	the child will look at a point directly in front of him and walk forward heel to toe the length of the board	not stepping off the board more than one time K.5
53. Given a child on his hands and knees and a prompt to crawl	the child will move in a variety of patterns and directions	without falling K.6
54. Given a cue "Move your ___"	the child will move the body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for each of at least 18 of the 23 body parts K.6
55. When thrown an eight inch ball from a distance of four feet	the child catches the ball	so that it does not hit the floor before or after it reaches his hands on four of five throws K.6

Condition	Behavior	Criteria
56. Given an eight inch ball, a target person four feet away and a cue	the child throws the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to either side to catch the ball, reaching forward or bending down to catch the ball on four of five tries K.6
57. Given an object suspended on a string moving in an irregular pattern	the child will track the object with both eyes	with 100% accuracy K.6
58. Given a set of small beads and a string	the child will string 20 beads on	with 100% accuracy K.6
59. Given a walking board 2" x 4" x 3' long, a child in barefeet and a prompt to walk backwards	the child will look at a point directly in front of him and will walk backwards heel to toe the length of the board	not stepping off the board more than one time K.6
60. Given a child on his hands and knees and a prompt to crawl	the child will move in a variety of patterns and directions in sequences of movements as directed by the teacher	without breaking rhythm or falling K.8
61. Given a cue "What is this?" and "Point to your ___."	the child names and points to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrow, cheek, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for at least 18 of the 27 body parts K.8

Condition	Behavior	Criteria
62. Given a cue "Move your ___."	the child will move the body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for each of at least 21 of the 23 body parts K.8
63. Given a cue (e.g., "Show me your right hand.")	the child demonstrates directional concepts (right/left, up/down, over/under, on/off, above/below, in/out, around/through, first/middle/last, front/back/beside)	within 5 seconds for at least 10 of the concepts listed K.8
64. Given a cue and a model	the child walks on a one inch wide tape	for a distance of 5 feet with the heel of one foot touching the toe of the other foot and so that the tape is covered by the feet K.3
65. Given a cue and a model	the child balances	on one foot, transfers weight to ball of other foot momentarily and repeats five times K.4
66. Given a cue and a model	the child skips	for a distance of 10 feet so that he steps forward on one foot, hops on same foot, steps forward on opposite foot, hops on that foot, swings arms in opposition to legs, but breaks sequence in a rhythmic sequence K.8

Condition	Behavior	Criteria
67. When thrown an eight inch ball from a distance of five feet	the child catches the ball	so that it does not hit the floor before or after it reaches his hands on four of five throws K.8
68. Given an eight inch ball, a target person five feet away and a cue	the child throws the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to either side to catch the ball, reaching forward or bending down to catch the ball on four of five tries K.8
69. Given a pair of blunt ended scissors and a 6" diameter circle outlined on an 8 1/4" x 11" paper and with intermittent contingent praise, modeling as necessary	the child cuts out the circle	within a 1/2" margin of error and the scissors are held such that the thumb is in the upper hole and the index or index and middle fingers are in the lower hole K.8
70. Given a piece of construction paper with parts of a figure drawn on it, some scissors and paste	the child will cut out the parts and paste them together	to form a figure K.8
71. Given a pair of blunt ended scissors and a 6" diameter circle outlined on an 8 1/2" x 11" paper and one occasion of contingent praise	the child cuts out the circle	within a 1/2" margin of error and the scissors are held such that the thumb is in the upper hole and the index or index and middle fingers are in the lower hole 1.0

Condition	Behavior	Criteria
72. Given a cue "What is this?" and "Point to your ___."	the child names and points to body parts (head, eyes, nose, mouth, chin, forehead, hair, teeth, tongue, lips, eyebrow, cheek, ,neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for at least 21 of the 27 body parts 1.0
73. Given a cue "Move your ___"	the child will move body part (head, eyes, nose, mouth, teeth, tongue, lips, eyebrow, neck, shoulder, chest, stomach, back, arm, elbow, wrist, finger, thumb, leg, knee, ankle, foot, toe)	within 5 seconds for each of the 23 body parts 1.0
74. Given a cue (e.g., "Show me your right hand.")	the child demonstrates directional concepts (right/left, up/down, over/under, on/off, above/ below, in/out, around/through, first/ middle/last, front/ back/beside)	within 5 seconds for at least 13 of the concepts listed 1.0
75. Given a cue and a model	the child walks on a one inch wide tape	for a distance of 10 feet with the heel of one foot touching the toe of the other foot and so that the tape is covered by the feet 1.0
76. Given a cue and a model	the child gallops	for a distance of 10 feet so that he steps forward on one foot, draws the other foot to side of supporting foot and puts weight on it, and the same foot always leads 1.0

Condition	Behavior	Criteria
77. Given a cue and a model	the child skips	for a distance of 10 feet so that he steps forward on one foot, hops on same foot, steps forward on opposite foot, hops on that foot, swings arms in opposition to legs, and does not break rhythmic sequence 1.0
78. When thrown an eight inch ball from a distance of six feet	the child catches the ball	so that it does not hit the floor before or after it reaches his hands on four of five throws 1.0
79. Given an eight inch ball, a target person six feet away and a cue	the child throws the ball	so that it hits or will hit the target person between the shoulders and knees without the target person extending his arms to either side to catch the ball, reaching forward or bending down to catch the ball on four of five tries 1.0
80. Given a pencil or crayon	the child will hold the pencil or crayon in writing position	with 100% accuracy 1.0

Body Coordination

	1	2	3	4	5	6	7	8	9	10	11

MINIMUM OBJECTIVES - 1ST GRADE

Pat Flood

and

Beth Splain

MINIMUM OBJECTIVES for READING (ALPHA) - Grade One

Condition	Behavior	Criteria
1. Given the consonants M, T, F, H, N, B on a flashcard	the student will say the letter and give its sound	within 5 seconds with 100% accuracy. 1.1
2. Given the consonants Z, P, S, V, and the vowels A, I, E, O, U on a flashcard	the student will say the letter and give its sound (short vowel)	within 5 seconds with 100% accuracy. 1.2
3. Given any 5 words on a flashcard with a beginning squoosh (blend) sound of letters already learned	the student will say a word with the appropriate squoosh (blend)	within 6 seconds with 100% accuracy. 1.3
4. Given any 5 words on a flashcard with an ending squoosh (blend) sound of letters already learned	the student will say a word with the appropriate squoosh (blend)	within 6 seconds with 100% accuracy. 1.3
5. Given the consonants L, D, G, C, K, W, Y, R, J, X, Q (QU) on a flashcard	the student will say the letter and give its sound	within 5 seconds with 100% accuracy. 1.4
6. Given a list of 10 words, some of which end in a long vowel, some of which are 1 syllable short vowel words	the student will say the correct word and state whether the vowel is long or short	instigated within 6 seconds with 90% accuracy. 1.5
7. Given a list of 10 words containing silent e and adjacent vowel words	the student will mark the words with diacritical marks	within 5 minutes with 90% accuracy. 1.6
8. Given a list of 10 long vowel words containing silent e and adjacent vowel words	the student will say the word	within 6 seconds with 90% accuracy. 1.6
10. Given a list of 10 words containing AR, OR, IR, ER, UR words	the student will say the word	within 6 seconds with 90% accuracy. 1.7

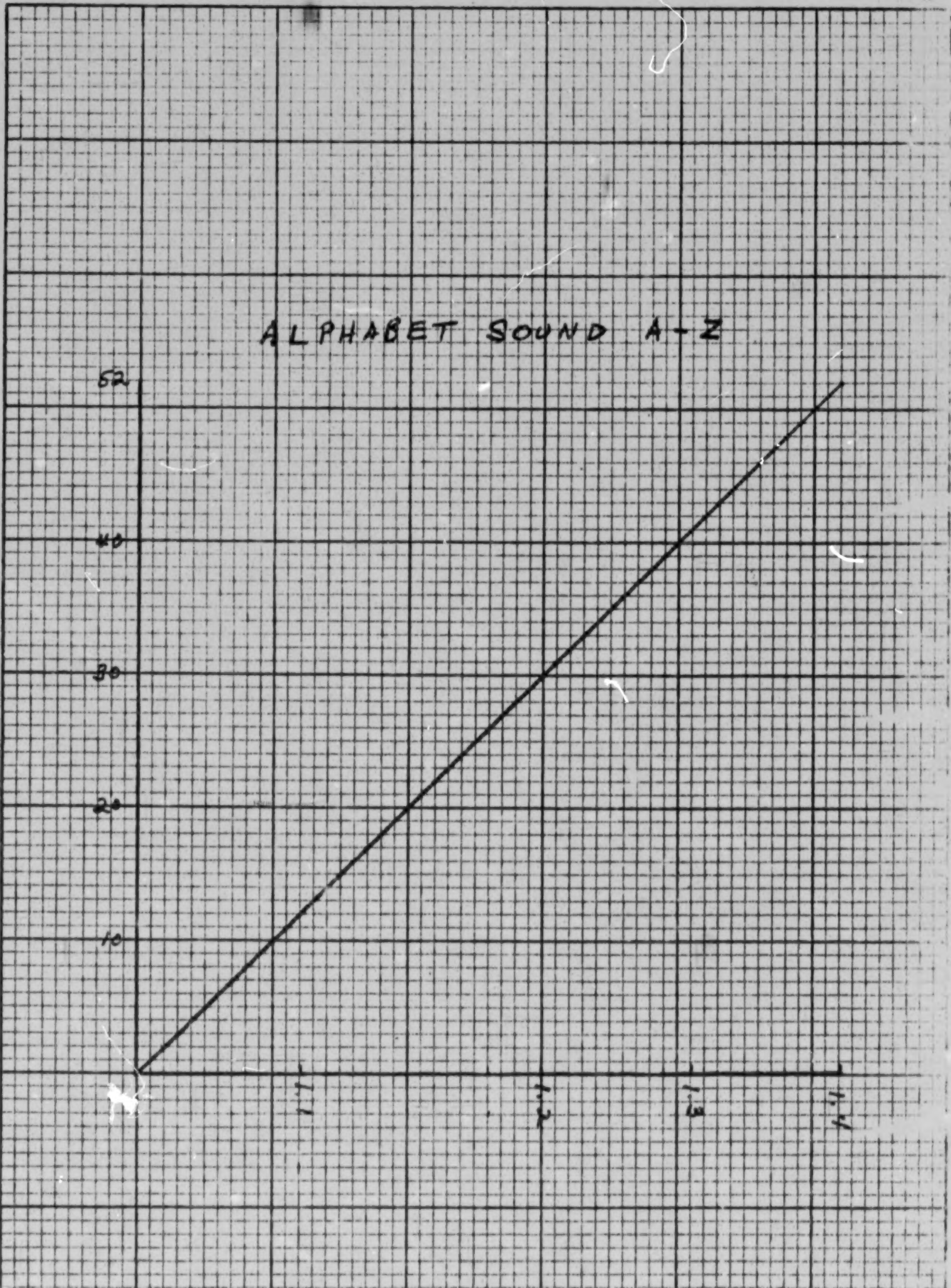
Condition	Behavior	Criteria
11. Given a list of 5 words containing the AR, OR, IR, ER, UR and ending in silent E	the student will say each word	within 6 seconds with 100% accuracy. 1.7
12. Given a list of 10 words containing 1 syllable long and short vowel words	the student will write ING at the end of each word	within 15 minutes with 90% accuracy. 1.7
13. Given a paper with 10 pictures and a list of matching words containing sh, ch, th, and wh	the student will write the correct word under the appropriate picture	within 15 minutes with 90% accuracy. 1.8
14. Given a list of 10 one syllable words with the initial letter missing	the student will fill in either a C or K depending on the vowel following	within 10 minutes with 90% accuracy. 1.8
15. Given a list of 10 words, 5 of which begin with Y and 5 of which have Y as a vowel	the student will indicate whether Y is a vowel or a consonant sound by writing a C or a V next to each word	within 15 minutes with 90% accuracy. 1.8
16. Given a piece of paper	the student will write the vowels that follow C when it has its soft sound	within 3 minutes with 100% accuracy. 1.9
17. Given 10 flashcards with words beginning with hard or soft C	the student will say each word with the appropriate C sound	within 6 seconds with 90% accuracy. 1.9
18. Given a piece of paper	the student will write the vowels that follow G when it has its soft sound	within 3 minutes with 100% accuracy. 1.9
19. Given 10 Flashcards with words beginning with hard or soft	the student will say each word with the appropriate G sound	within 6 seconds with 90% accuracy. 1.9

ALPHA

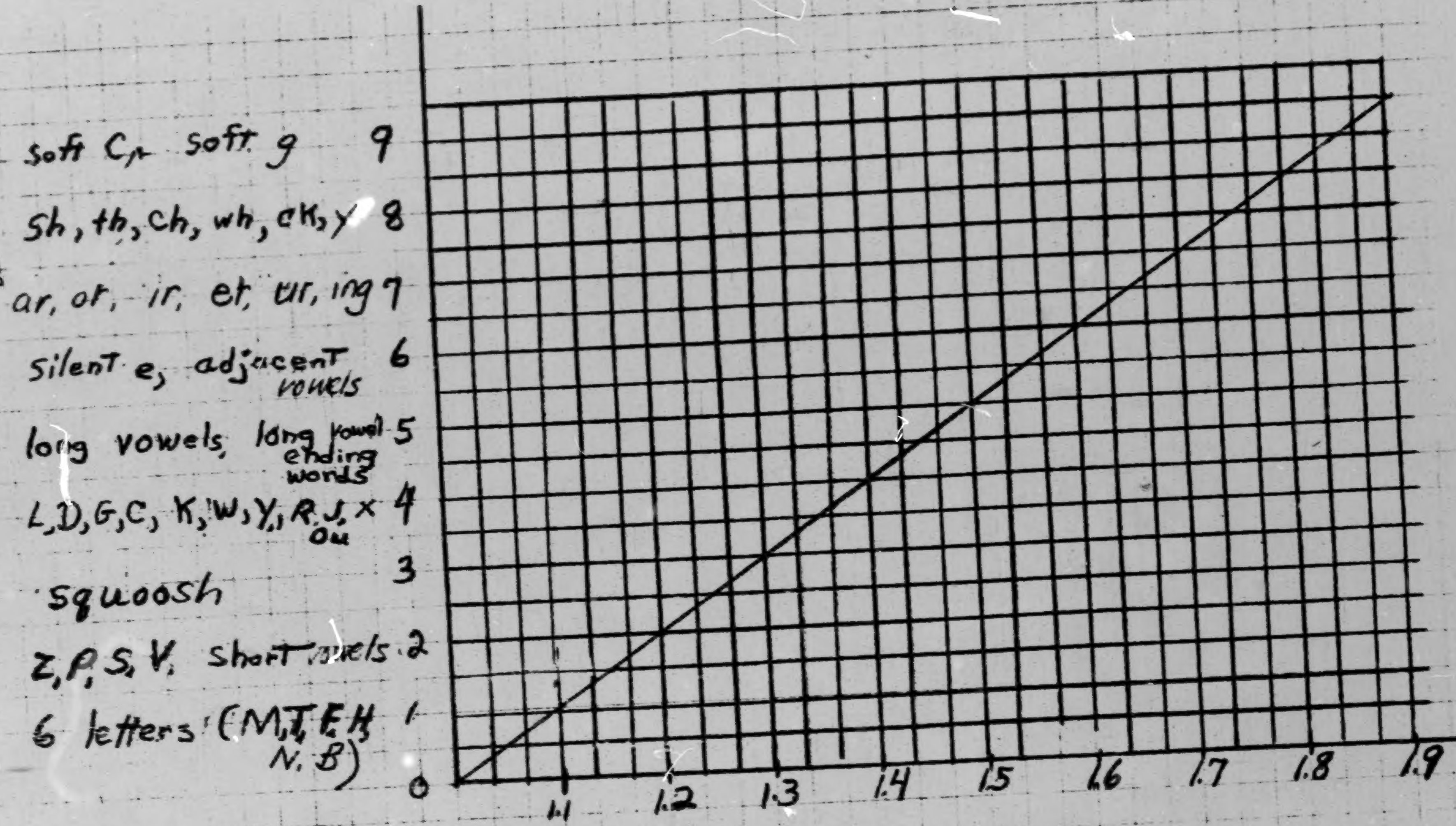
Oct. 19	10 consonants, 2 vowels--A, I	6 weeks
Nov. 2	3 vowels--E, O, U	2 weeks
Nov. 16	review, squoosh	2 weeks
Dec. 14	12 remaining letters ($^{+}$qu)	4 weeks
Dec. 21 (#82)	review vowels, consonants	1 week
Jan. 4 (#82)	review vowels, consonants	1 week
Jan. 11	long vowels (name)	1 week
Jan. 18	protection (short vowel + consonant)	1 week
Jan. 25	long-ending vowels (go, so, me)	1 week
Feb. 1	silent e	1 week
Feb. 8	adj. vowels	1 week
Feb. 15	review vowels, AR	1 week
vacation		
Mar. 1	go over AR and OR	1 week
Mar. 8	ER, IR, UR and silent Ec̄, R	1 week
Mar. 15	ING	1 week
Mar. 22	Sh, Ch, Th, Wh	1 week
Mar. 29	review	1 week
April 5	runaways and C, K	1 week
April 11	as consonant and vowel	1 week
April 18	soft C	1 week
May 2	soft G	1 week

1.1	6 letters
1.2	letters and 5 short vowels
1.3	up to squoosh
1.4	rest of letters (qu)
1.5	long vowels, protection, long-ending vowel words
1.6	silent e, adjacent vowels
1.7	AR, OR, IR, ER, UR and ING
1.8	Sh, th, ch, wh, c and k, y as vowel and consonant
1.9	soft C soft G

1 2	3 4	5 6	7 8	9 10	11 12	13 14	15 16	17 18	19 20	21 22	23 24	25 26	27 28	29 30	31 32	33 34	35 36	37 38	39 40	41 42	43 44	45 46	47 48	49 50	51 52
Mm	Tt	Ff	Hh	Nn	Bb	Zz	Pp	Ss	Vv	Aa	Ii	Ee	Oo	Uu	Ll	Dd	Gg	Cc	Kk	Ww	Yy	Rr	Jj	Xx	Qq



CITADEL® NO. 642 - CROSS SECTION - 10 SQUARES TO INCH


soft C, soft g 9
Sh, th, ch, wh, ck, y 8
ar, or, ir, er, ur, ing 7
silent e, adjacent vowels 6
long vowels, long vowel ending words 5
L, D, G, C, K, W, Y, R, J, x ou 4
squoosh 3
Z, P, S, V, short vowels 2
6 letters (M, T, F, H, N, B) 1
0
1.1
1.2
1.3
1.4
1.5
1.6
1.7
1.8
1.9

READING MINIMUM OBJECTIVES - Grade One

Terminal Objective for Reading

Condition	Behavior	Criteria
1. Given any story selected by the teacher from the last level of any first grade reading series	the student will read aloud	the selected story with 90-100% accuracy in word recognition.
2. Given any story selected by the teacher from the last level of any first grade reading series	the student will print	the answers to 5 comprehension questions based on the story he just read with 80-100% accuracy.
3. Given any story selected by the teacher from the last level of any first grade reading series		the answers will meet the objectives for the comprehension checklist.

Comprehension Checklist

Condition	Behavior	Criteria
1. Given 5 oral comprehension questions about the story he has just read	the student will state orally the answers	with 80-100% accuracy.
2. Given 5 written questions about the story he has just read	the student will print the answers in one or more words	with 80-100% accuracy.
3. Given 5 written questions about the story he has just read	the student will write the answers in a complete sentence so that the sentence begins with a capital and ends with a period	with 80-100% accuracy.

Reading Grade One

S. R. A. Reading Series

	Comprehension and Oral	Word Acquisition
Level B	sections 1 - 6	126 words
Level C	sections 1 - 9	335 words
Level D	sections 1 - 6	233 words

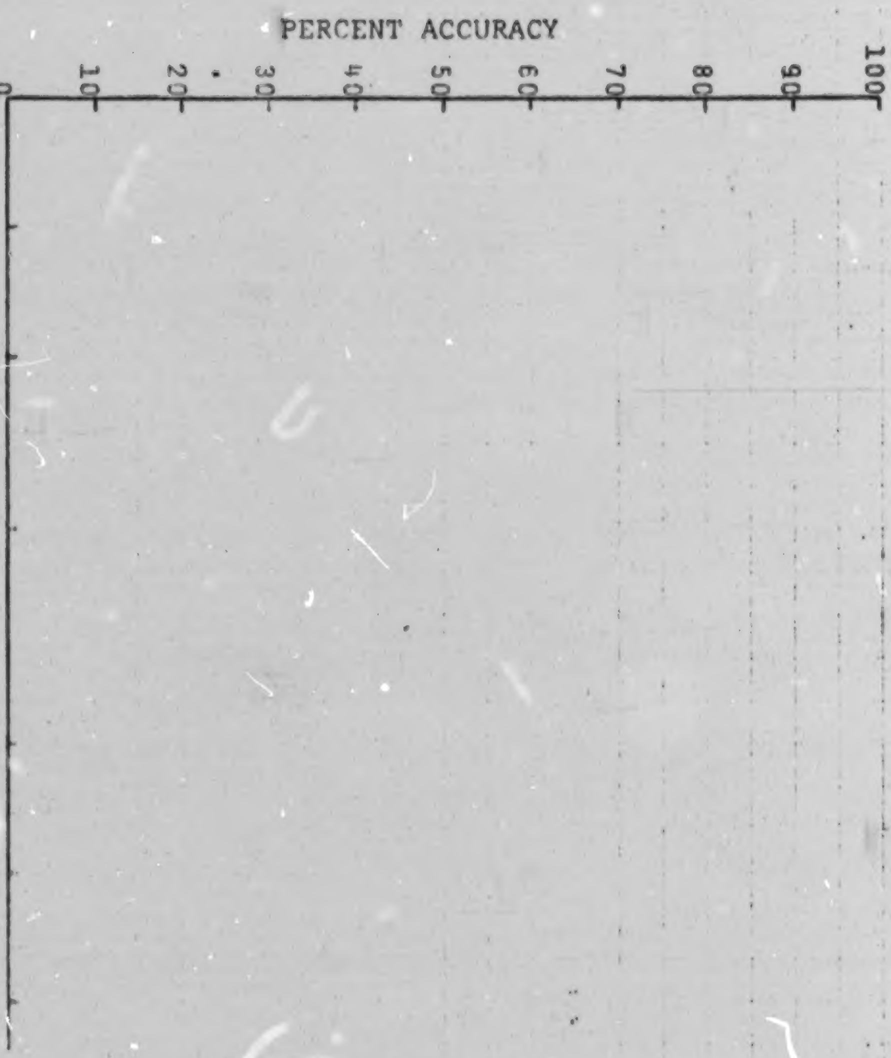
Word Acquisition

1.5 - 63 words
1.6 - 63 words
1.7 - 168 words
1.8 - 167 words
1.9 - 117 words
1.10- 116 words

Oral Reading and Comprehension

1.5 - 3 stories (Bl - B-3)
1.6 - 3 stories (B-4 - B-6)
1.7 - 4 stories (C-1 - C-4)
1.8 - 5 stories (C-5 - C-9)
1.9 - 3 stories (D-1 - D-3)
1.10 - 3 stories (D-4 - D-6)

Date	Story	
	The Fan	1.4
	The Nut in the Net	
	The Hot Sun	1.5
	In the Fog	
	A wet Cub	
	A Hen in a Fox's Den	1.6
	Bess Gets a Doll	
	The Red Tug	
	The Hunt	
	Jill's Best Pet	1.7
	The Wind Helps Wag	
	The Plan	
	Six Ducks on a Pond	
	The Trip on a Raft	
	The Elf Gets Help	1.8
	Fran at Camp	
	Sam Elf	
	The Gruff King	1.9
	The Fish and the Bat	
	Shopping for Fun	
	Miss Quick Quack	2.0

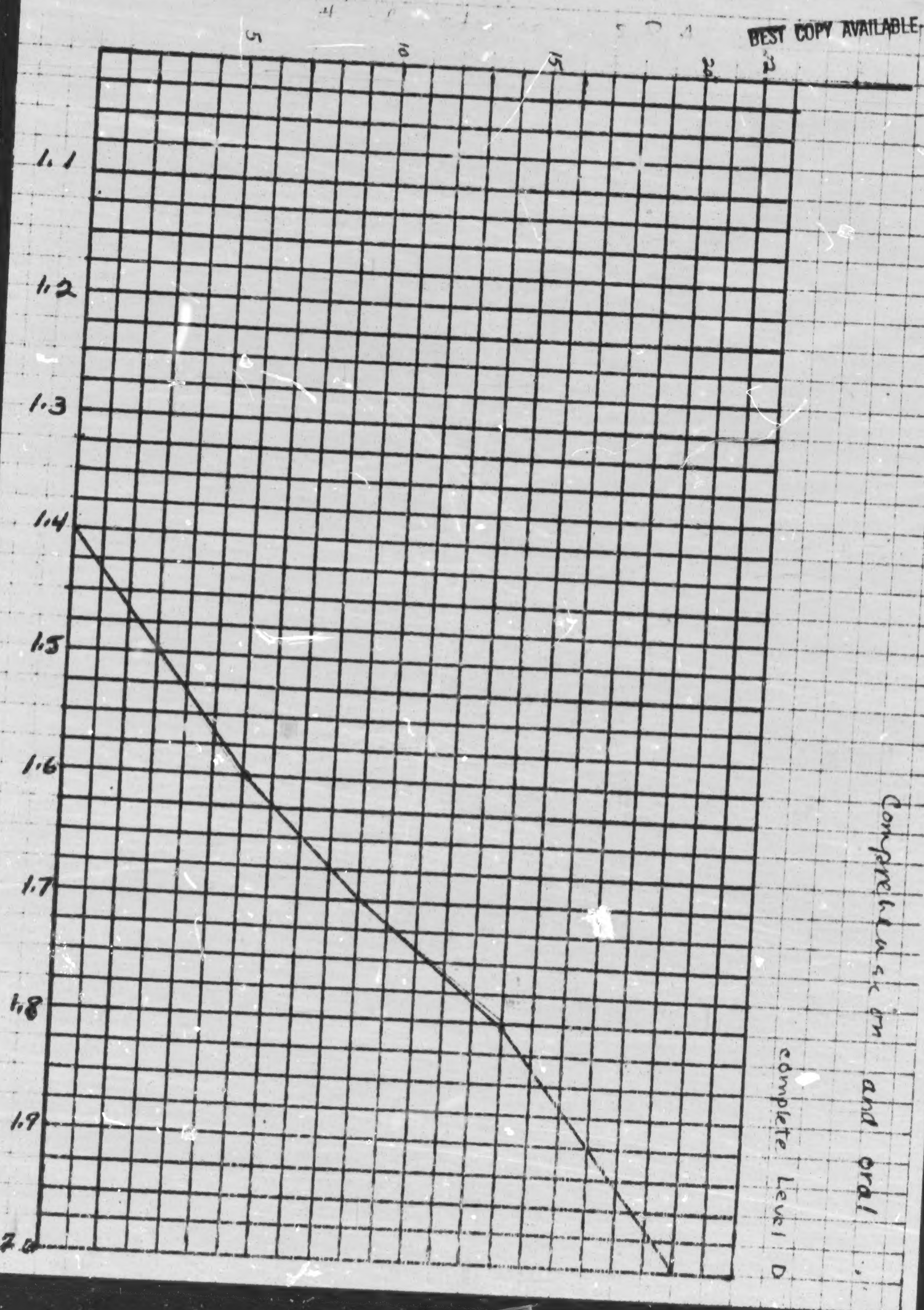


SRA

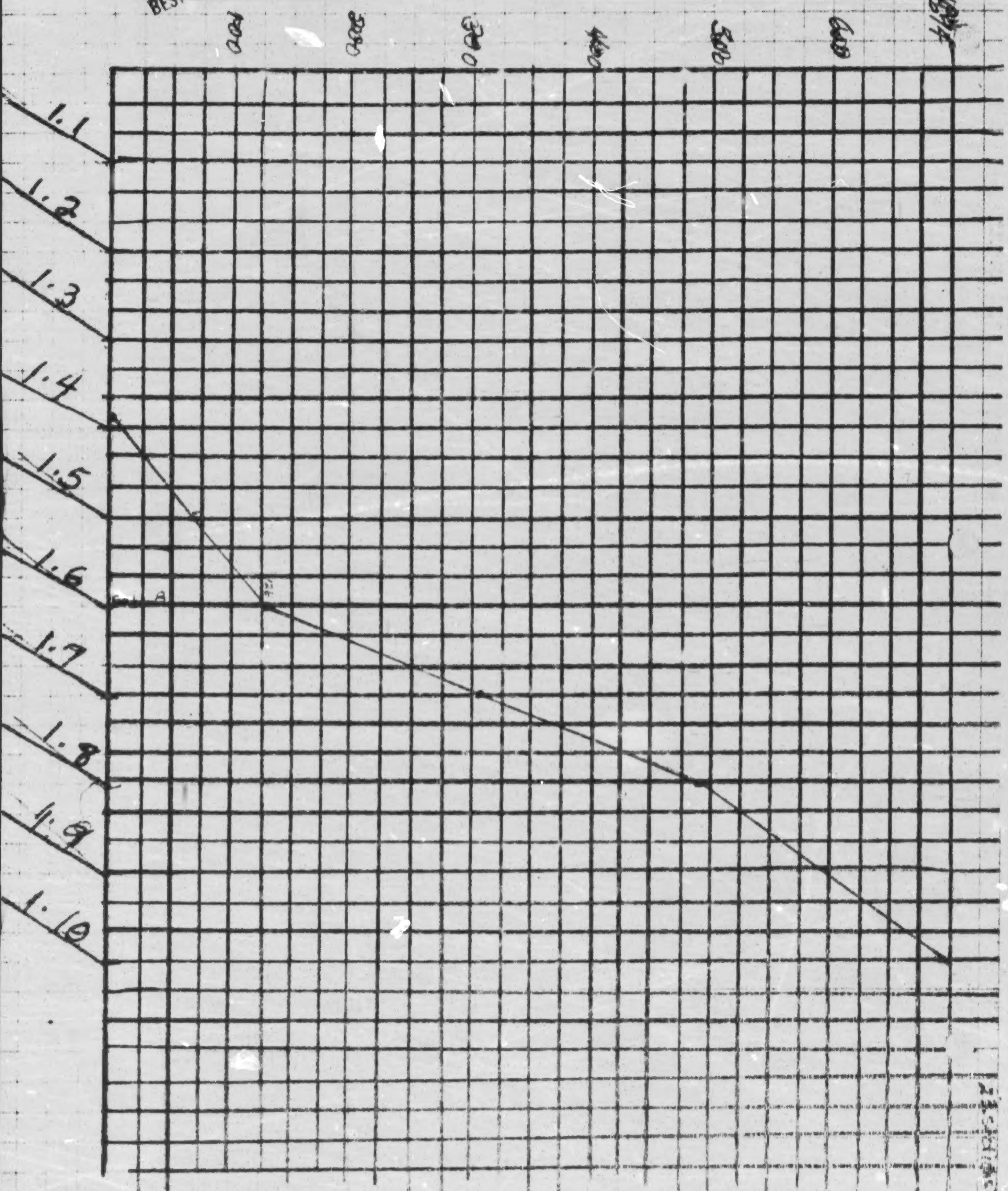
Comprehension ×

Oral ●

Grade 1


5
10
15
20
25
1.1
1.2
1.3
1.4
1.5
1.6
1.7
1.8
1.9
2.0
Comprehension and oral
complete Level D

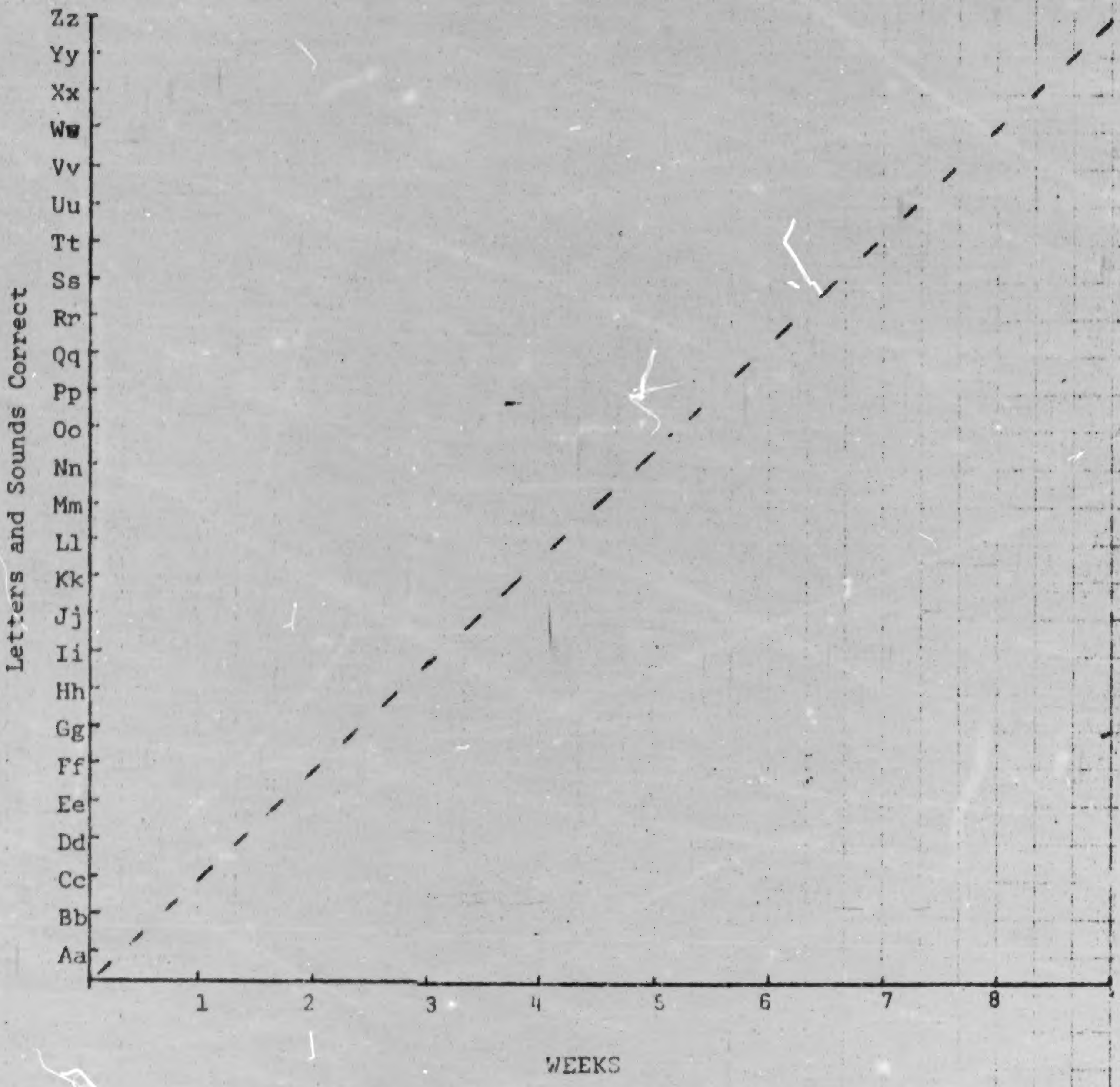
Word Acquisition - S.R.A.



MINIMUM OBJECTIVES - Ginn 360

Condition	Behavior	Criteria
1. Given a word orally	the student will identify orally	the name of the letter and the sound with which the word begins within 3 seconds with 100% accuracy.
2. Given a letter of the alphabet on a flashcard	the student will state orally	the name of the letter, its sound and tell if it is a capital or small letter initiated within 3 seconds with 100% accuracy.
3. Given words on a flashcard taken from a list of words missed on a vocabulary test	the student will say each word	within 3 seconds with 100% accuracy for 2 consecutive days.
4. Given a story selected by the teacher in Ginn 360 level 2 and level 3	the student will read aloud	with 90-100% accuracy in word recognition.
5. Given 4 comprehension questions based on the story	the student will answer the questions orally	initiated within 3 seconds with 75% - 100% accuracy.
6. Given a story to read silently in Ginn 360 level 4 and 4 questions related to the story	the student will answer orally	initiated within 5 seconds with 75 - 100% accuracy.
7. Given a story above	the student will select a 10-15 word passage which he will read orally	with 90-100% accuracy.
8. Given a worksheet with 5 sentences containing a missing word blank based on a story in Ginn 360 level 4	the student will fill the blank with the appropriate word.	with 80-100% accuracy.

GINN LETTERS and SOUNDS



GINN 360 Oral and Comprehension

A DUCK IS A DUCK

ate | Name of Story

At the Park
The Ducks
Lad
Lad Helps
Ben's Ride

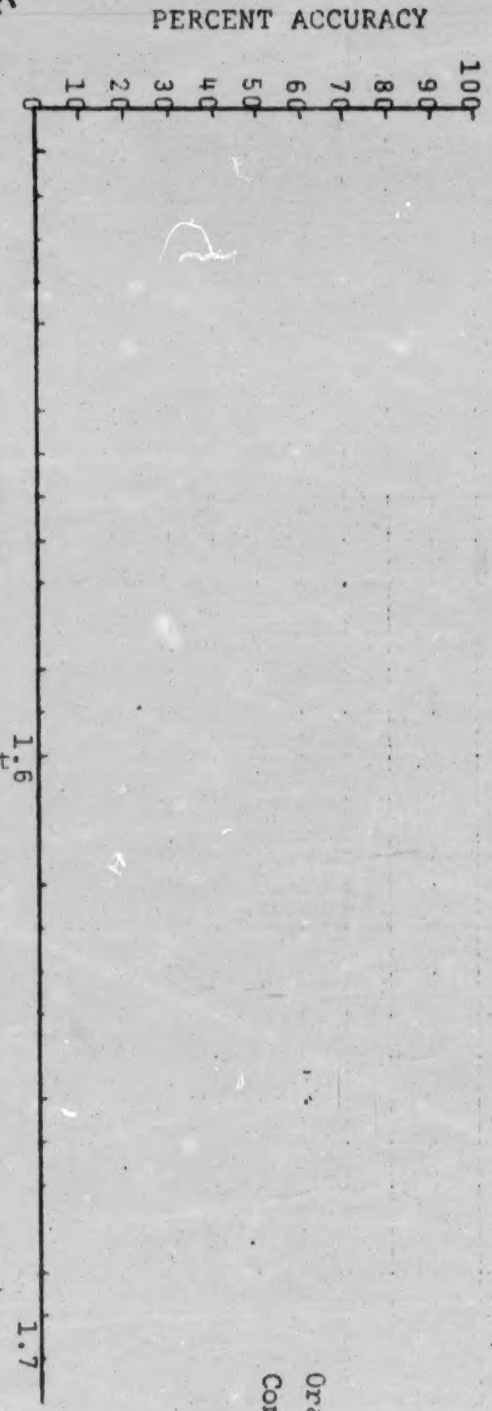
What Can Hide?
The Turtle
Can You Guess?
What Can We Do?
A Park Turtle

Help Me Read
Rabbit and Turtle
Little Duck and Little Rabbit

HELICOPTERS AND GINGERBREAD
Who said "Hello"?
The Seal
Little Elephant
The Little Goats

What Can Helicopters Do?
The Surprise
A Funny Ride

Read to Me
The Lion and the Mouse
The Gingerbread Boy

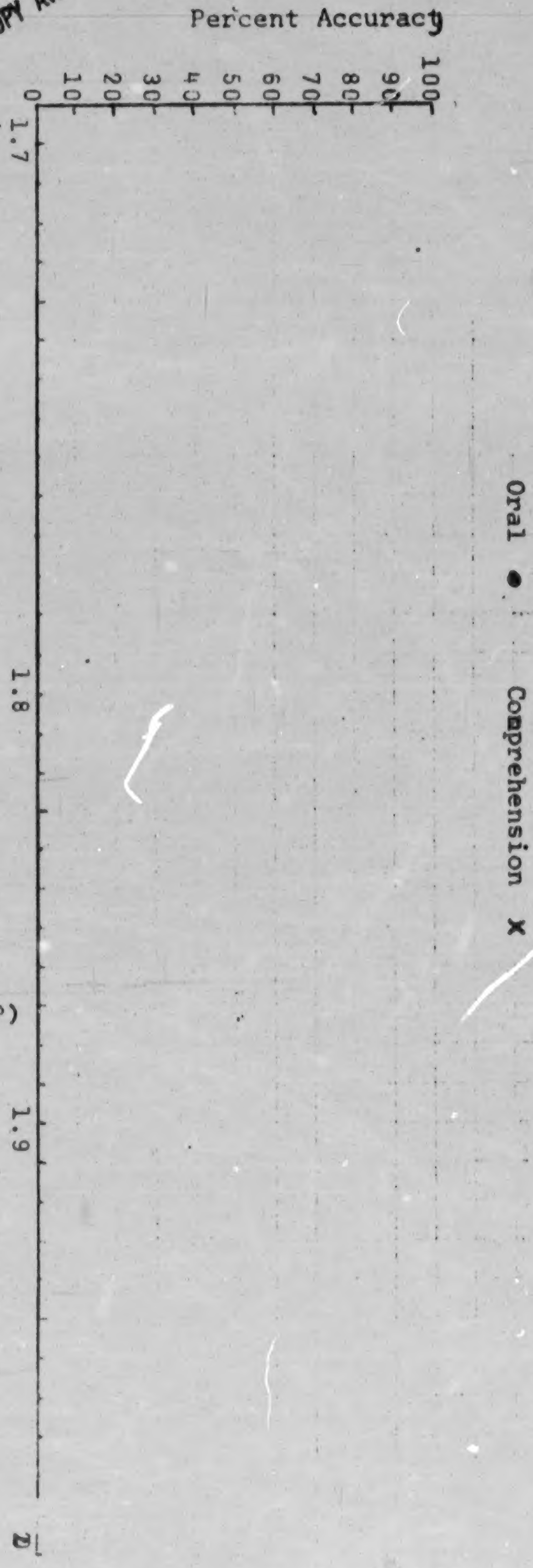


Oral ●
Comprehension X

Level G-4

MAY I COME IN

Date	Story
	Elephants at Work
	Animals Here and Away
	A Surprise for Pat
	The Racoons
	Tracks in the Snow
	Animals in Danger
	The Squirrel)Poem(
	New Boots
	The Red Balloon
	Where is Jet?
	A Ride in the Park
	The Big Machine
	Buildings (Poem)
	Old Buildings and New
	Machines That Help You Work
	Mr. Big
	Carlo
	Timothy Boom (Poim)
	Out in Space
	Let's Imagine Funny Things
	Mr. Pine's Signs
	The Mixed Up Signs
	About the Teeth of Sharks (P)
	Time for Bed
	Whistles (Poem)
	Pete Wants a Whistle
	Fun Around Home
	Penny
	Bozo
	Mr. Cunningham
	The Ant and the Grasshopper
	In the Country
	In the City
	The Tree Billy Goats Gruff
	The Giant (Poem)
	Home for a Bunny



CREATIVE WRITING MINIMUM OBJECTIVES - Grade One

Condition	Behavior		Criteria
The student given various assigned topics for creative writing	will read orally a story he has written		according to the following cummulative checklist:
		January:	completion of simple written thoughts.
		February:	2 or more original related thoughts.
		June:	proper sequencing of ideas.

LISTENING MINIMUM OBJECTIVES - Grade One

Terminal Objective

to be mastered by 1.6

Condition	Behavior	Criteria
Given a regular first grade classroom and previous teacher instruction	the student will follow	all teacher directions with 100% accuracy

Enabling Objectives

to be mastered by 1.1

Condition	Behavior	Criteria
Given any classroom situation previous teacher instruction and teacher directions to: 1. touch the top of your head and 2. touch your nose	the student will point to the appropriate part of the body	within 4 seconds with 100% accuracy
Given a regular first grade classroom, previous teacher instruction and the materials necessary to: 1. print your first name in the upper left corner and the date in right corner	the student will follow instructions to print his name in the upper left corner, and the date in the right corner	initiated within 5 seconds with 100% accuracy

to be mastered by 1.2

Condition	Behavior	Criteria
Given a regular first grade classroom and previous teacher instruction, the necessary materials and teacher directions to: 1. draw a man's head 2. draw his body beneath his head 3. give him 2 eyes 4. give him a nose 5. give him a mouth 6. give him his left leg (same as child's left) 7. make his right leg 8. make his arms and hands 9. make fingers on each hand 10. give him 2 ears	the student will follow directions given	with 90-100% accuracy.

to be mastered by 1.3

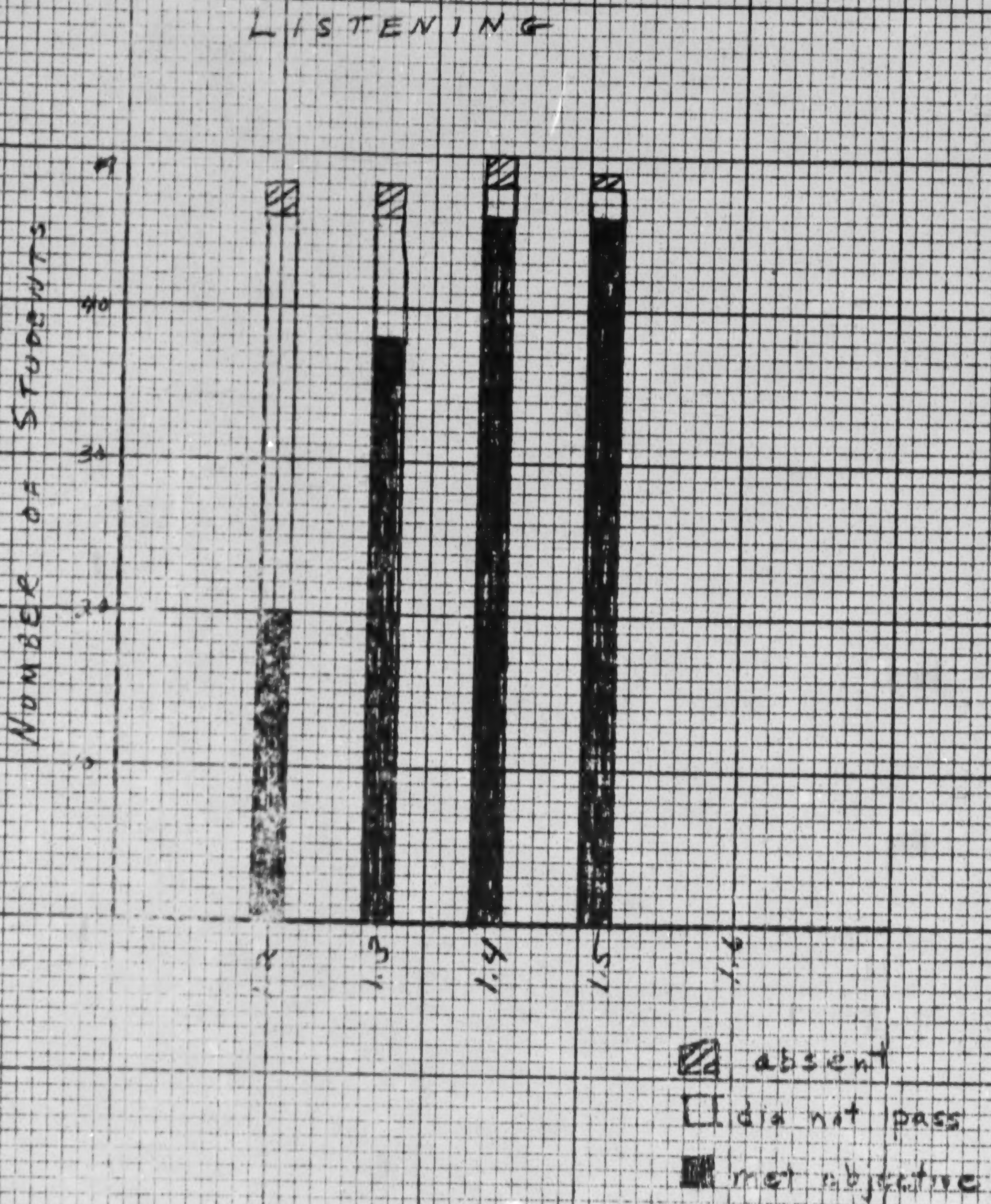
Given a regular first grade classroom, previous teacher instruction and the necessary materials and directions to: (distribute enough paper for each table to one child at the table) 1. take one and pass the rest to the person next to you. 2. on the line right under your name, draw a circle with a pencil. 3. next to the circle, draw a square with a red crayon. 4. on the next line, draw a straight line with a black crayon.	the student will follow the instructions	within 20 seconds after each direction is given with 90-100% accuracy.

to be mastered by 1.4

Condition	Behavior	Criteria
Given a regular first grade classroom and teacher directions to follow a series of 2 directions involving parts of the body and left and right	the student will follow all teacher directions	with 100% accuracy.

to be mastered by 1.5

Condition	Behavior	Criteria
Given a regular first grade classroom and oral teacher directions to write numbers in correct sequence	the student will write the 10 sequences of numbers	within a lapse of 5 seconds after each sequence is given with 90-100% accuracy.



CHAMPION LINE NO. 742 - CROSS SECTION - 10 SQUARES TO INCH

SPEAKING MINIMUM OBJECTIVES - Grade One

Terminal Objective

to be mastered by January (1.5)

Condition	Behavior	Criteria
During any classroom situation	the student will speak	expressing his thoughts coherently so that all statements are interrelated.

Enabling Objectives

1. During any classroom situation	the student will listen attentively and respond	with a word or phrase that is pertinent to the subject.
2. During any classroom situation	the student will listen attentively and respond	in a sentence that is pertinent to the subject.
3. During any classroom situation	the student will listen attentively and respond	in 2 or more sentences that are pertinent to the subject.

AUDITORY PERCEPTION SUB-SKILLS

Auditory Discrimination Objectives

Condition	Behavior	Criteria
1. Given the sounds of a bell, a knock, an engine	the child will accurately name the presented sound	with 100% accuracy on 3 consecutive days.
2. Given a number of various sounds	the child will locate the direction of the sound by pointing a finger and stating the location	with 100% accuracy on 3 consecutive days.
3. Given unrelated sounds such as tapping a pencil vs. clapping	the child will verbally identify the two sounds and note the difference	with 100% accuracy on 3 consecutive days.
4. Given pairs of sounds such as mower-mower, door chime - alarm clock	the child will identify them as being "same" or "different"	with 100% accuracy on 3 consecutive days.
5. Given both loud and soft sounds	the child will choose verbally which sound is loud and which sound is soft	with 100% accuracy on 3 consecutive days.
6. Given both high and low pitch sounds	the child will verbally choose which sound is high pitched and which sound is low pitched	with 100% accuracy on 3 consecutive days.
7. Given pairs of words spoken by the teacher such as lid - lid ball - top	the child will identify them as being "same" or "different"	with 100% accuracy on 3 consecutive days.
8. Given pairs of words with only one difference in sound such as rot - rut fit - fin	the child will identify the differences	with 100% accuracy on 3 consecutive days.

AUDITORY PERCEPTION SUB-SKILLS

Auditory Sequencing and Memory

Condition	Behavior	Criteria
1. Given non tonal verbal auditory patterns (with up to six parts) such as claps, voice tones, etc.	the child will imitate the pattern	with 100% accuracy on 3 consecutive days.
2. Given a one, two and three syllable word spoken by the teacher	the child will name the number of syllables in the word	with 90-100% accuracy on 3 consecutive days.
3. Given two separate sounds that together form one word such as m - e	the child will blend the sounds together to form a word	with 90-100% accuracy on 3 consecutive days.
4. Given two separate syllables that together form one word such as ti - ger	the child will blend the syllables together to form a word	with 90-100% accuracy on 3 consecutive days.
5. Given sentences containing from 2 to 8 words, spoken by the teacher	the child will repeat the sentence	with 90-100% accuracy on 3 consecutive days.
6. Given a message with from one to three parts	the child will follow through	with 90-100% accuracy on 3 consecutive days.
7. Given from one to three unrelated words such as book, door, girl	the child will repeat the words in the order spoken	with 90-100% accuracy on 3 consecutive days.
8. Given from one to five unrelated numerals	the child will repeat the numerals in the order spoken	with 90-100% accuracy on 3 consecutive days.

AUDITORY PERCEPTION SUB-SKILLS

Auditory Perception Objectives

Condition	Behavior	Criteria
1. Given a specific sound such as a siren, or an airplane	the child will tell what sound he heard	with 90-100% accuracy on 3 consecutive days.
2. Given pairs of words with the same sound in the initial position such as jello - jump boy - baby	the child will verbally recognize the similarity	with 90-100% accuracy on 3 consecutive days.
3. Given a group of pictures	the child will match the word as spoken by the teacher with the corresponding picture	with 90-100% accuracy on 3 consecutive days.

MINIMUM OBJECTIVES for GEOMETRIC FORMS - Grade One

Condition	Behavior	Criteria
1. Given the geometric forms (circle, square, triangle, diamond)	the child will say each name correctly	100% of the time for 2 days.
2. Given a poster model of a circle, square, triangle, and rectangle	the child will trace the objects smoothly in the air	with 90-100% accuracy on 2 consecutive days.
3. Given a blackboard and a piece of chalk	the child will draw a large circle, square, triangle and rectangle	with 100% accuracy on 2 consecutive days.
4. Given a piece of paper, crayon and picture models of a square, circle, triangle and rectangle	the child will copy the appropriate model	with 90-100% accuracy on 2 consecutive days.
5. Given the 4 geometric forms	the child will find and verbally identify all of the red circles, blue squares, etc.	100% of the time for 2 days.
6. Given the 4 geometric forms	the child will find and verbally identify all of the shapes that are big, small	100% of the time for 2 days.
7. Given the 4 geometric forms	the child will find and verbally identify all of the shapes that are found, have 3 sides, have 4 sides	100% of the time for 2 days.
8. Given the 4 geometric forms	the child will complete the following directions and verbally tell where the geometric forms are	100% of the time for 2 days.

THE GEOMETRIC FORMS ARE:

a. "Put a circle on top of a square"
b. "Put a circle next to a square"
c. "Put a circle below a square"
d. "Put a circle under a square"
e. "Put a circle between two squares"
f. "Put a circle in the middle of two squares"
g. "Place 3 squares on table. "Put a circle on the first square" (vary this using "second-last")

Variations of geometric forms should be used keeping the prepositional hrase constant. Introduction of color, then color and size such as Put a red circle on top of the blue square" and "Put a small red ircle on a small red square").

ondition	Behavior	Criteria
. Given 4 geometric orms	the child will look at a sequence of 2 forms of the same color for 5 seconds and, after the sequence has been removed, reproduce it in the correct order	100% of the time for 2 days.
. Given 4 geometric orms	the child will look at a sequence of 3 forms of the same color for 5 seconds and, after the sequence has been removed, reproduce it in the correct order	100% of the time for 2 days.
. Given 4 geometric orms	the child will look at a sequence of 2 forms of different colors for 5 seconds and after the sequence has been removed, reproduce it in the correct order	100% of the time for 2 days.
. Given 4 geometric orms	the child will look at a sequence of 3 forms of different colors for 5 seconds and after the sequence has been removed, reproduce it in the correct order.	100% of the time for 2 days.

PERCEPTUAL MOTOR OBJECTIVES - Grade One
PRE-WRITING TASKS

Condition	Behavior	Criteria
1. Given a large model of the body (doll)	the child will orally identify the eyes, ears, mouth, nose, eyebrows, eyelashes, head, hair, arms, hand, fingers, shoulder, stomach, legs, feet, toes, knees, elbows	with 100% accuracy on 2 consecutive days.
2. Given a large sheet of paper and crayons	the child will draw a figure including all parts of the body	with 90-100% accuracy on 2 consecutive days.
3. Given the direction "raise your right hand" or "raise your left hand"	the child will raise the appropriate hand	with 90-100% accuracy on 3 consecutive days.
4. Given the direction "raise your hands up" or "put your hands down"	the child will respond appropriately to the direction	with 90-100% accuracy on 2 consecutive days.
5. Given either crayons, a pencil or a scissors, and a shape to cut out or trace	the child will cut or trace	within an 1/8 of an inch of the appropriate line on 2 consecutive days.
6. Given puzzles of shapes cut up into 4 pieces	the child will reassemble the puzzles	with 90-100% accuracy on 2 consecutive days.
7. Given a sheet of paper with a design involving curves, and/or zig zags and a crayon	the child will trace over the design	with an 1/8 of an inch of the appropriate lines.
8. Given a blackboard, chalk and a simple dot to dot design on the board	the child will copy the design	with 100% accuracy on 2 consecutive days.

Condition	Behavior	Criteria
9. Given a dot to dot worksheet and a pencil or crayon	the child will copy the dot to dot design	with 80-100% accuracy on 2 consecutive days.
10. Given a worksheet with designs involving shapes, curves or straight lines and a pencil	the child will copy the design	with 80-100% accuracy on 2 consecutive days.

MINIMUM OBJECTIVES - 2ND GRADE

Shirley Giroux

and

Margaret McNeil

GINN READING OBJECTIVES - Grade Two

Terminal

Given any selected story from Ginn We are Neighbors and Around the Corner	the child will read orally a 100 word passage	with 90-100% accuracy.
Given 5 questions about the story in dictation	the child will answer the questions orally	with 80-100% accuracy.

Enabling

Given a list of vocabulary words from a story	the child will say each word	within 5 seconds with 100% accuracy.

GINN MINIMUM OBJECTIVES - Grade One

My Little Red Story Book	G1
My Little Blue Story Book	G2
My Little Green Story Book	G3
The Little White House	G4
On Cherry Street	G5

Grade Level	Book	Stories
1.3	G1	1-11
	G2	1-7
1.4	G2	8-14
	G3	1-14
1.5	G4	1-14
1.6	G4	15-29
1.7	G4	30-37
1.9	G5	1-9
1.9	G5	10-26
2.0	G5	27-43

GINN MINIMUM OBJECTIVES - Grade Two

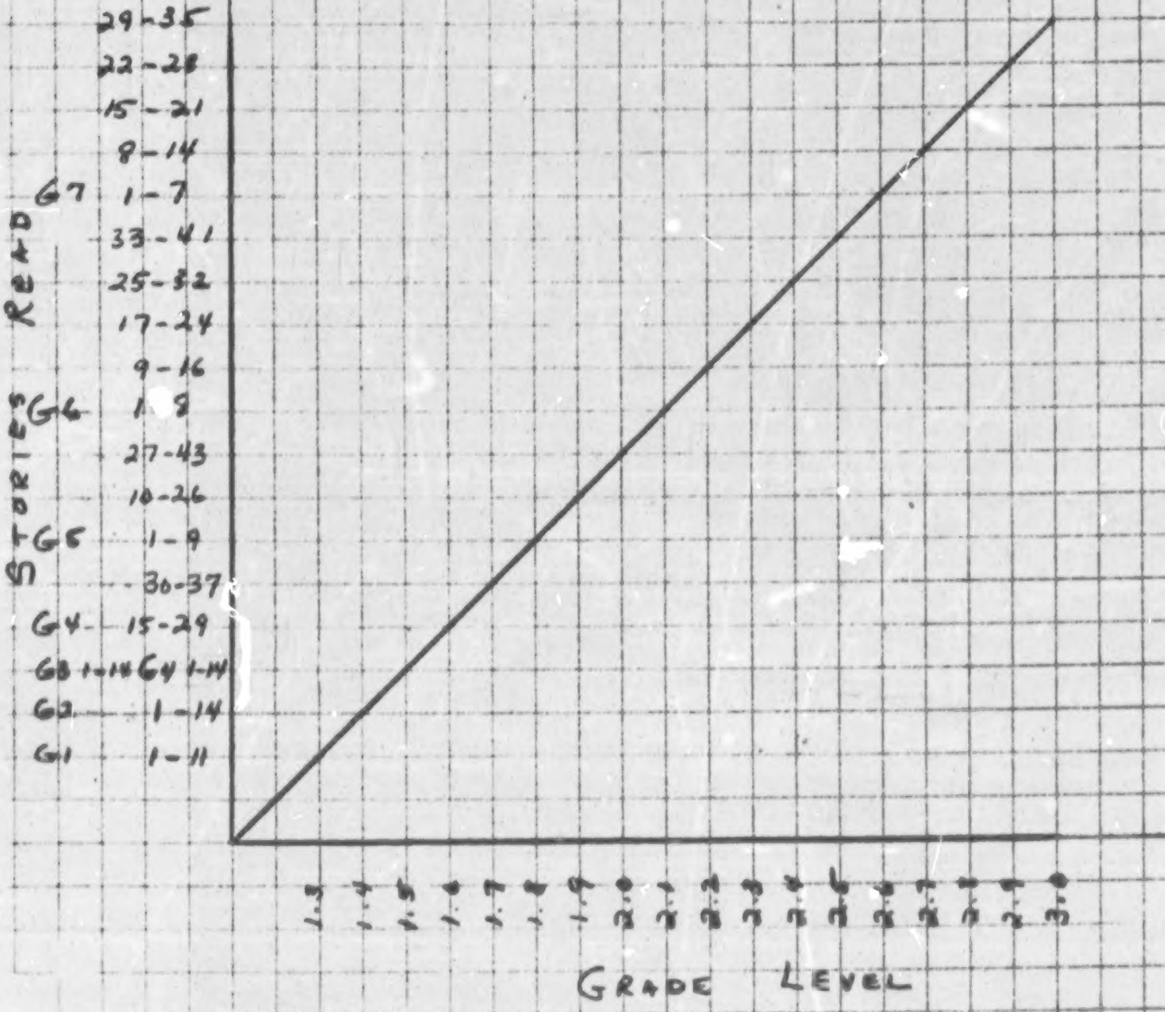
We are Neighbors	G6
Around the Corner	G7

Grade Level	Book	Stories
2.1	G6	1- 8
2.2	G6	9-16
2.3	G6	17-24
2.4	G6	25-32
2.5	G6	33-41
2.6	G7	1-7
2.7	G7	8 -14
2.8	G7	15-21
2.9	G7	22-28
3.0	G7	29-35

GINN MINIMUM OBJECTIVES

ORAL READING ● 90%

COMPREHENSION X 80%



SRA MINIMUM OBJECTIVES - Grade Two

Terminal Objectives

Given any selected 200-word passage from SRA Readers, level E and F	the child will read the passage orally	with 90-100% accuracy.
Given 5 comprehension questions about the reading, dictated by the teacher	the child will answer the questions orally	with 80-100% accuracy.

Enabling Objective

Given a unit of work which includes word recognition, oral reading, comprehension, grammar and selected activities from the following	the child will complete at least 1 oral reading and comprehension requirement or meet criteria on at least 3 activities	within one 70 minute reading period.

SRA MINIMUM OBJECTIVES - Grade Two

Kittens and Children	Level E
The Purple Turtle	Level F

Grade Level	Book	Units
2.1	E	E1 and E2
2.2	E	E3 - E4
2.3	E	E5 - E6
2.4	E	E7 - E8
2.5	E	E9
2.6	F	F1
2.7	F	F2 Section I
2.8	F	F2 Section II
2.9	F	F3
3.0	F	F4

MINIMUM OBJECTIVES FOR KEY WORD VOCABULARY - Grade Two

1. Given a group of students with blank notebooks and teacher directions to choose a word	each student will choose 5 words which the teacher will print in the student's notebook	1 word during each 10 minute session.
2. Given the 1 word and teacher direction to use the word in a story	the student will dictate a story using	at least 1 phrase with his word in it each session.
3. Given the phrase and teacher direction to illustrate the phrase	the student will produce a tangible item	at least 1 item each day which relates to the phrase.
4. Given the same word printed on a card presented by a partner on a second day	the student will say the word	with 100% accuracy.
5. Given the word printed on standard second grade paper	the student will copy the word	with 100% accuracy.
6. Given the story printed on standard second grade paper	the student will copy the story	with 100% accuracy
7. Given their story	the student will read the story aloud	during each session.
8. Given 8 weeks of learning 5 words per week	the student will dictate stories using their own vocabulary	such that each story consists of at least two related phrases
9. Given 12 weeks of learning 5 words per week and dictating stories for the last month	the student will print phrases using his learned words	such that each story consists of at least 2 related phrases.
10. Given 14 weeks of learning 5 words per week and 2 weeks of printing stories in phrase form	the student will print one sentence using his learned words	such that each story will consist of one sentence.
11. Given 16 weeks of learning 5 words per week and 2 weeks of printing stories in sentence form	the student will print more than one sentence using his learned words	such that each story consists of at least 2 related sentences.

TERMINAL OBJECTIVE for ALPHA - Grade Two

Given 14 lessons containing the sounds ou, ow, oi, oy, oo, au, aw and 2 and 3 part words	the child will complete the lessons in 14 weeks time	according to the designated criteria.

ENABLING OBJECTIVES for ALPHA - Grade Two

1. Given 8 words dictated by the teacher with the ou-ow sound	the student will write and spell	within 12 minutes 7 out of 8 words.
2. Given 8 words with the oi-oy sound	same	same
3. Given 8 words with the oo sound	same	same
4. Given 8 words with the au-aw sound	same	same
5. Given 8 words with these sounds and corresponding pictures	the student will draw a line matching words with pictures	within 10 minutes, with 7 out of 8 correct.
6. Given 8 words with the oi-oy sound	same	same
7. Given 8 words with the oo sound	same	same
8. Given 8 words with the au-aw sound	same	same
9. Given 10 Words with 2 parts on paper	the student will divide into 2 parts by circling each syllable	within 15 minutes, with 90% accuracy.
10. Given 10 words with 3 parts	the student will read, decode, divide into 3 parts and spell from dictation	same

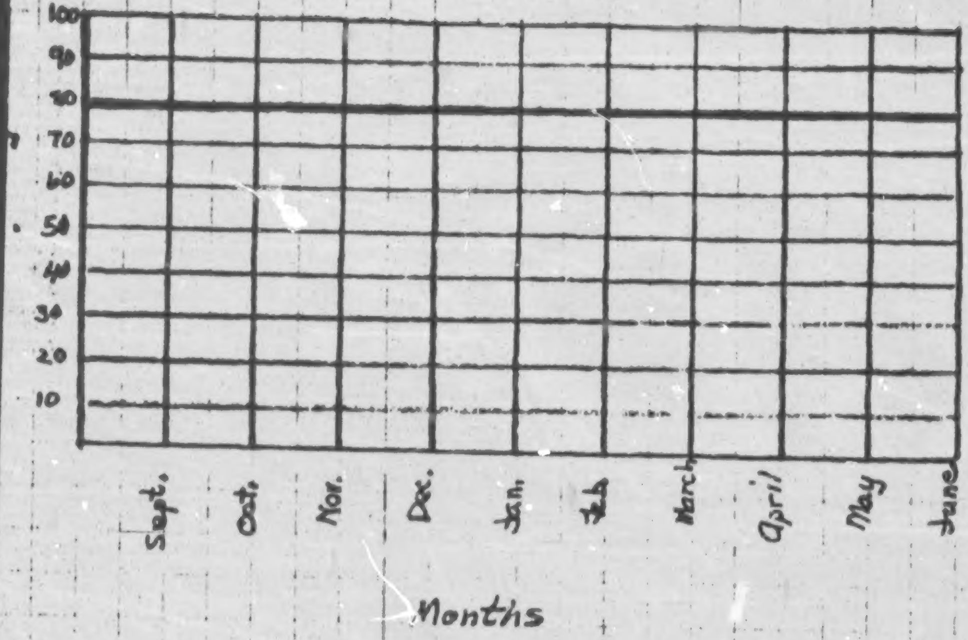
Appendix A

1. Given a list of vocabulary words before beginning each section	the student will read each word orally	within 5 seconds and with 80-100% accuracy on the list.
2. Given the same list of vocabulary words on completion of section	the student will read words orally	within 5 seconds and with 100% accuracy on the list
3. Given scrambled words	the student will unscramble the words to make a complete sentence	with 80-100% accuracy.
4. Given phrases and pictures	the student will circle the phrase that matches the picture and write it	with 80-100% accuracy.
5. Given written questions about a story read in the SRA basal readers E-F	the student will read the questions and write the answers	with 80-100% accuracy of answers.
6. Given pictures and paragraphs	the student will match the pictures and paragraphs	with 75-100% accuracy.
7. Given a sentence with a missing word and a list of words to select from	the student will circle the correct word and write it to complete the sentence	with 67-100% accuracy
8. Given a picture and a corresponding paragraph with the end of the last sentence missing and 3 words to select from	the student will circle the right word	with 80-100% accuracy.
9. Given a sentence with 2 missing words and 2 words to choose from	the student will choose and write the word in the correct place	with 75-100% accuracy
10. Given unsequenced sentences	the student will write them in proper sequence	with 50-100% accuracy.

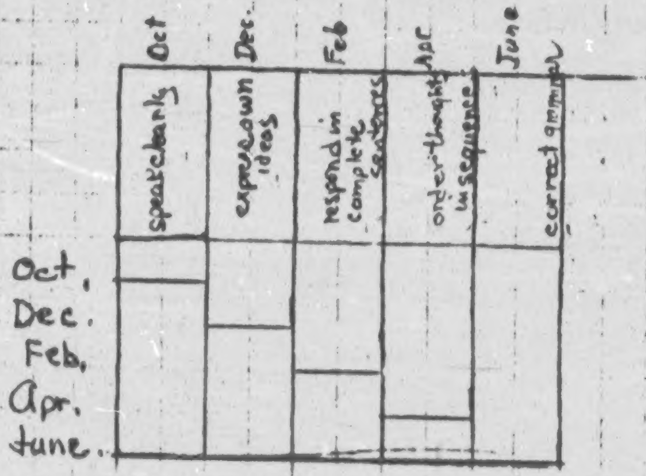
11. Given a picture followed by questions with yes & no blocks	the student will check yes or no	with 86-100% accuracy.
12. Given a short story and corresponding questions with yes & no blocks	the student will read story and answer the questions by checking yes or no	with 85-100% accuracy.
13. Given a statement followed by a question and a choice of yes or no	the student will read this and circle yes or no	with 75-100% accuracy.
14. Given questions with two choices of answers	the student will read and answer the question by circling	with 80-100% accuracy.
15. Given a question and a list of words to choose from	the student will choose the words that answer the question	with 85-100% accuracy.
16. Given a short story with 3 possible subject titles	the student will choose the appropriate title	with 50-100% accuracy.
17. Given a sentence with blanks and numbered completion choices	the student will complete the sentence by placing the number in the blank	with 90-100% accuracy.
18. Given descriptive sentence and objects choices	the student will circle correct answer	with 67-100% accuracy.
19. Given labeled pictures and corresponding questions	the student will answer the question with the correct label	with 85-100% accuracy.
20. Given a code where numbers represent letters and punctuation and sentences written in code	the student will decode by substituting letters and punctuation	with 97-100% accuracy.

21. Given a picture and 2 sentences	the student will write a third sentence to tell what will happen next	with 67-100% accuracy.
22. Given matching pictures and phrases	the student will match the phrases with the picture	with 85-100% accuracy.
23. Given a short story with directions	the student will read story and follow directions	with 50-100% accuracy.
24. Given two lists of words or phrases suggesting a total thought	the student will draw a line matching the phrases and write it	with 85-100% accuracy.
25. Given categories and list of words	the student will match the list of words with the proper category	with 96-100% accuracy.
26. Given a labeled picture and corresponding incomplete sentences	the student will complete the sentences using the labels on picture	with 80-100% accuracy.
27. Given a sentence with a nonsense word included and a list of choices	the student will choose the word and write the sentence	with 75-100% accuracy.
26. Given one page with 3 paragraphs and the following page with 3 pictures	the student will match and write the correct paragraph with the correct picture	with 67-100% accuracy.
27. Given short stories followed by questions with answer choices	the student will circle the correct answer	with 85-100% accuracy.
28. Given directions to make something with illustrative pictures	the student will produce the product	with 100% accuracy.
29. Given a short story with pictures and comprehension questions	the student will read story and questions and write the answers	with 75-100% accuracy.

Listening Skills



Speaking



with 80% - 100% accuracy

(4 out of 5 answers)

LISTENING SKILLS MINIMUM OBJECTIVES - Grade Two

Given stories, increasing in difficulty each month, read orally by the teacher or played on a record player or tape recorder followed by 5 questions and possible answers dictated by the teacher	the student will listen to the story and answer the questions by circling the appropriate choices on an answer sheet	with 80-100% accuracy.

SPEAKING MINIMUM OBJECTIVES - Grade Two

Given 5 questions based on stories read by the child	the student will answer the questions	with 80-100% accuracy and meeting the criteria on the following check lists: Oct.: speak clearly so it can be easily heard Dec.: express his own ideas Feb.: respond in complete sentences Apr.: order thoughts in sequence June: correct grammar usage

SPELLING MINIMUM OBJECTIVES - Grade Two

1. Given words selected from spelling errors made by the student on written work, spelled correctly by the teacher and a blank booklet	the student will copy each word into his booklet	with 100% accuracy.
2. Given the list of 10 words from the individual booklet and teacher assistance	the student will use the words in sentences, phrases, and story activities	with 100% accuracy.
3. Given the list of 10 words from the individual booklet	the student will learn to spell the words independently and motify the teacher	when he feels he is ready to be tested. This will occur at least once each week.
4. Given the list of 10 words dictated by the teacher, from the individual booklet	the student will write the word	with 90-100% accuracy.

PENMANSHIP MINIMUM OBJECTIVES - Grade Two

1. Given a penmanship class, teacher directions to print any selected letters from the alphabet and necessary materials	the student will print the appropriate letters	such that the upper case is twice as high as the lower case form and all letters are in proportion to one another as judged by the teacher. 2.1
2. Given teacher directions to print selected words	the student will print the words	such that they meet criteria for letter formation and the letters are spaced so they do not run into each other. 2.2
3. Given teacher directions to print selected sentences	the student will print the sentences	that meet above criteria and the words are spaced so that they do not run into each other. 2.3
4. Given ten sentences dictated by the teacher	the student will print	with 90-100% accuracy of letter formation. 2.4
5. Given teacher prepared lessons and the swing-up letters i, u, w, t, r, s	the student will trace and write the letters	not deviating more than 1/8 of an inch of the letter according to teacher judgment. 2.5
6. Given teacher prepared lessons using letter combinations of 2 or more of the letters i, u, w, t, r, s	the student will write the letters	according to the above criteria 2.5
7. Given teacher prepared lessons and the swing-up and over letters w, m, v, x	the student will trace and write the letters	according to the above criteria 2.6

8. Given teacher prepared lessons of words using letter combinations of 2 or more previously learned letters	the student will write the words	according to the above criteria, with letters spaced so they do not run into each other. 2.6
9. Given teacher prepared lessons and the swing-up and turn back letters e, l, b, h, k, f	the student will trace and write the letters	according to the above criteria. 2.7
10. Given teacher prepared lessons of words using letter combinations of 2 or more and previously learned letters	the student will write the words	according to the above criteria. 2.7
11. Given teacher prepared lessons and the swing over, turn back letters c, a, g, d, q	the student will trace and write the letters	according to the above criteria. 2.8
12. Given teacher prepared lessons of words using letter combinations of 2 or more and the previously learned letters	the student will write the words	according to the above criteria. 2.8
13. Given teacher prepared lessons and the swing-up letters o, p, j	the student will trace and write the letters	according to the above criteria. 2.9
14. Given teacher prepared sentences using letter combinations of the letters previously learned	the student will write the sentences	according to the above criteria and so the words are not run into each other. 2.9
15. Given teacher prepared lessons and the swing-up and over letters y, z	the student will trace and write the letters	according to the above criteria. 3.0
16. Given teacher prepared sentences	the student will write the sentences	according to the above criteria. 3.0

CREATIVE WRITING MINIMUM OBJECTIVES - Grade Two

1. Sept. - Oct.

a. Given various assigned topics and teacher instructions to write about the topic	the student will complete in printing ideas about the topic	such that each idea is related to the topic.
b. Given various assigned topics and teacher instructions to write about the topic	the student will read the above to his classmates	at least once a month.

2. Nov. - Dec.

a. Given various assigned topics and teacher instructions to write about the topic	the student will print his own thoughts	such that each thought is related to the topic.
b. Given various assigned topics and teacher instructions to write about the topic	the student will read the above to his classmates	at least once a month.

3. Jan. - Feb.

a. Given various assigned topics and teacher instructions to write about the topic	the student will print or write	at least once a month.
b. Given various assigned topics and teacher instructions to write about the topic	the student will read the above to his classmates	at least once a month.

4. March - April

a. Given various assigned topics and teacher instructions to write about the topic	the student will print or write sentences	such that each sentences relates to the topic.
b. Given various assigned topics and teacher instructions to write about the topic	the student will read the above to his classmates	at least once a month.

5. May - June		
a. Given various assigned topics and teacher instructions to write about the topic	the student will print or write sentences	such that each sentence relates to the topic and is in sequential order.
b. Given various assigned topics and teacher instructions to write about the topic	the student will read the above to his classmates	at least once a month.

GRAMMAR MINIMUM OBJECTIVES - Grade Two

1. Given 10 written questions	the student will write grammatically correct answers	with 90-100% accuracy by June.
2. Sept. - Oct. Given written questions	the student will print each answer in a complete sentence with beginning capital letter, capitals for proper nouns, correct punctuation at end and within the sentence, and correctly spelled words	with 50-100% accuracy in grammar.
3. Nov. - Dec. Given 5 written questions	Same as above	with 67-100% accuracy in grammar on 4 out of 5 sentences.
4. Jan. - Feb. Given 7 written questions	Same as above	with 84-100% accuracy in grammar on 6 out of 7 sentences.
5. March - April Given 8 written questions	Same as above	with 100% accuracy on grammar in 7 out or 8 sentences.
6. May - June Given 10 written questions	Same as above	with 100% accuracy on grammar in 9 out of 10 sentences.

Grammar

	Complete Sentence	Capital Beginning	Capital Within	End Punctuation	Punctuation Within	Correct Spelling	Criteria Accuracy	% Accuracy
ctober							50-100%	
ecember							67-100% 4 out of 5	
ebruary							84-100% 6 out of 7	
pril							100% 7 out of 8	
une							100% 9 out of 10	

Creative Writing

	Completion of Ideas	Original Ideas	Writing in Phrases	Writing in Sentences	Sequencing of Ideas
October					
December					
February					
April					
June					

MINIMUM OBJECTIVES - 3RD GRADE

Arlene Moore
and
Karen Myer

LANGUAGE ARTS MINIMUM OBJECTIVES - Grade 3

Given work in the following 5 areas of Language Arts: Reading Comprehension Grammatical Accuracy Listening Skills Oral Reading Creative Writing	the student will demonstrate mastery in each area	with 80-100% accuracy within the ten month period.

READING COMPREHENSION MINIMUM OBJECTIVES - Grade 3

Given the Ginn basal reader books 3^1 and 3^2	the student will read the stories and answer the questions	with 80-100% accuracy.

3^1	Sept.	Stories	1-6	3.1
	Oct.	"	7-13	3.2
	Nov.	"	14-20	3.3
	Dec.	"	21-27	3.4
	Jan.	"	28-35	3.5
3^2	Feb.	"	1-6	3.6
	Mar.	"	7-13	3.7
	April	"	14-20	3.8
	May	"	21-27	3.9
	June	"	28-31	4.0

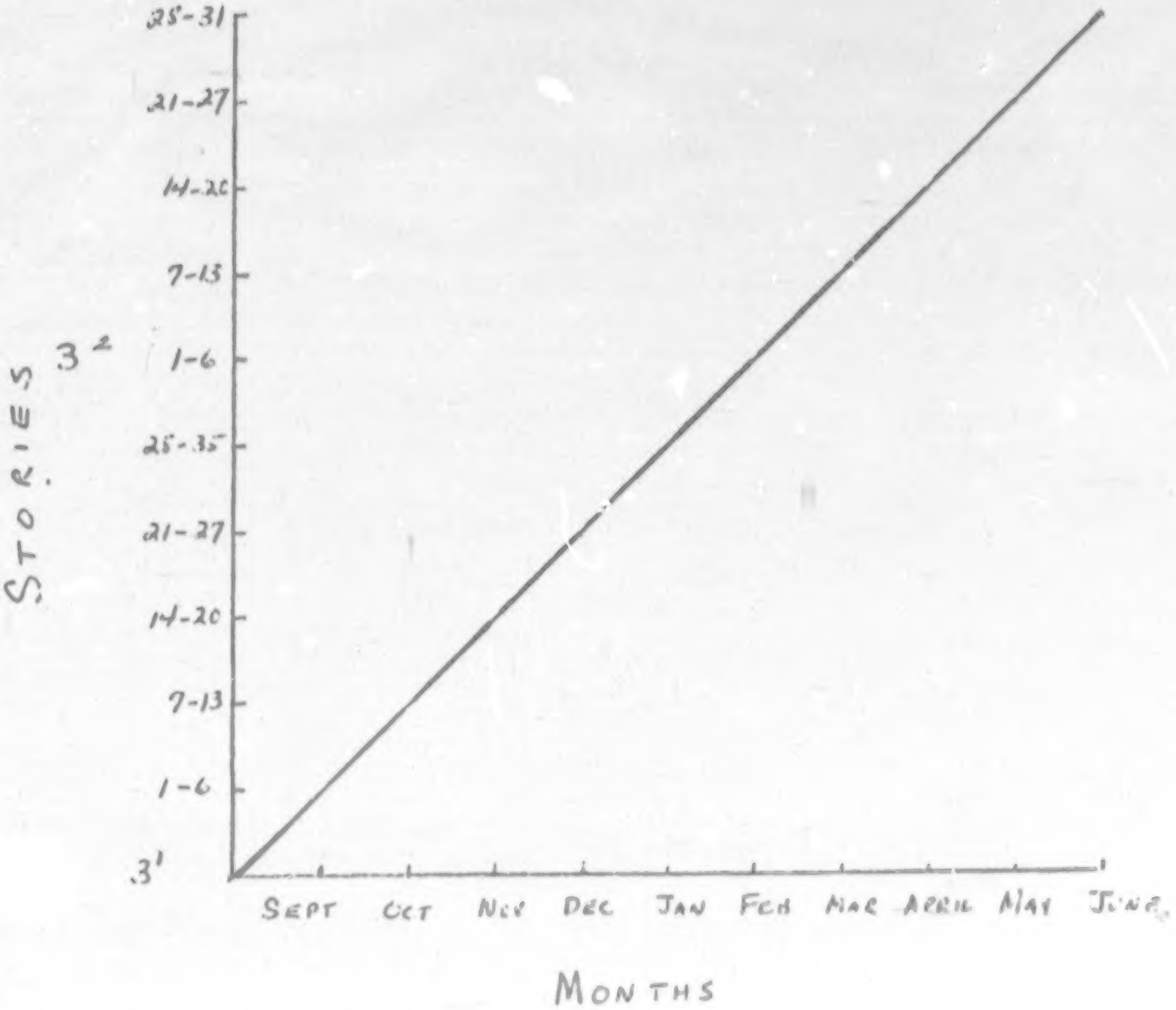
Given books C and D in the Reading for Concepts Series	the student will read the stories and answer questions involving factual detail, words in context, conclusions and main ideas	with 80-100% accuracy.

Sept.	Book C	Stories	1-10
Oct.			11-20
Nov.			21-30
Dec.			31-40
Jan.			41-52
Feb.	Book D		1-10
Mar.			11-20
April			21-30
May			31-40
June			41-50

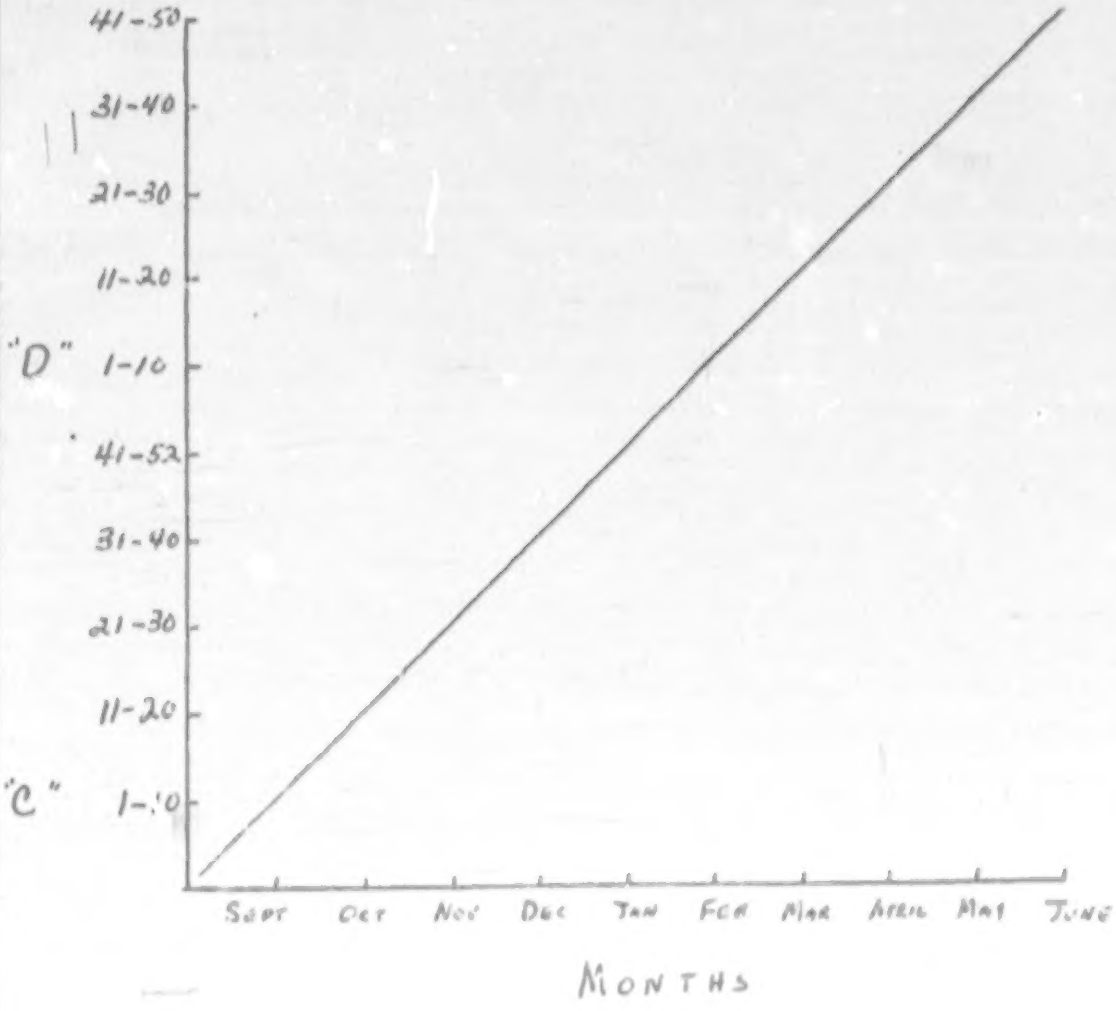
Given the SRA basal reader books G and H and the ten months of the school year	the student will read the stories and answer the questions	with 80-100% accuracy.

G	Sept.	Stories	1-7	3.1
	Oct.	"	8-12	3.2
	Nov.	"	13-19	3.3
	Dec.	"	20-26	3.4
	Jan.	"	27-32	3.5
H	Feb.	"	1-5	3.6
	Mar.	"	6-10	3.7
	April	"	11-16	3.8
	May	"	17-22	3.9
	June	"	23-30	4.0

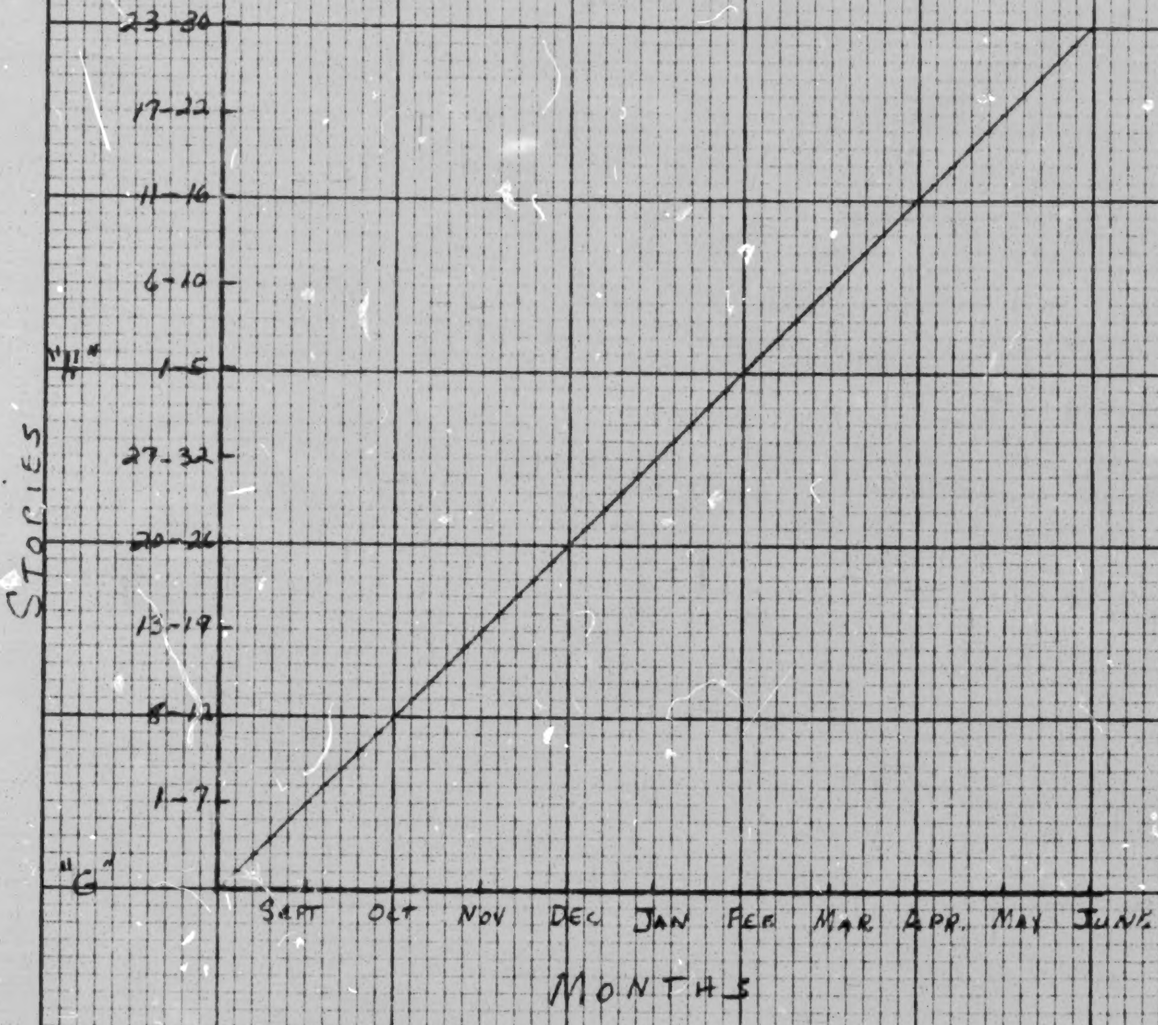
MINIMUM OBJECTIVE FOR GINN 3^1 AND 3^2



Minimum Objectives for Reading for Concepts
Books "C" and "D"



SRA - LEVELS G + H - MINIMUM OBJECTIVES



NAME ________________

CHAMPION LINE NO. 642 - CROSS SECTION - 10 SQUARES TO INCH

NAME ____________________ READING COMPREHENSION

GINN ___ OR SRA __

					READING FOR CONCEPTS		
Date	Story #	Title	Gram. Accuracy	Comp. Accuracy	Date	Story #	Comp. Accuracy

GRAMMATICAL ACCURACY (Sentences)

y December - Terminal Objective

iven the Ginn Grammar hecklist	the student will be able to write grammatically correct sentences	with 80-100% accuracy.

eptember 3.1

iven five comprehension uestions	the student will write the answers in complete sentences using correct punctuation at the beginning and end of each sentence	with 80-100% accuracy.

ctober 3.2

iven five comprehension uestions	the student will write the answers with correct capitalization within each sentence and each answer making sense	with 80-100% accuracy.

ovember 3.3

iven five comprehension uestions	the student will write the answers using correct contractions and verb tenses	with 80-100% accuracy.

ecember 3.4

iven five comprehension uestions	the student will write the answers using correct spelling	with 80-100% accuracy.

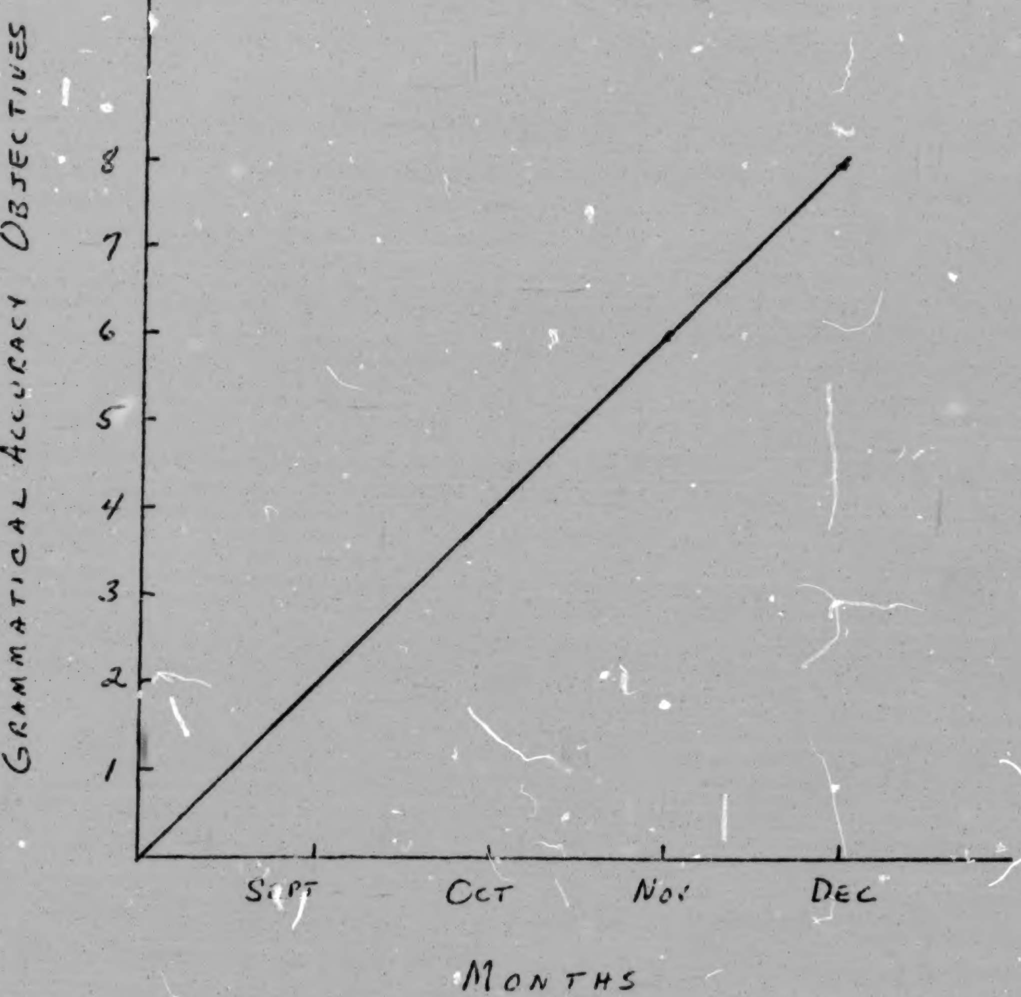
GINN GRAMMAR CHECKLIST

1. Is each answer a complete sentence? _____
2. Does each answer make sense? _____
3. Does each answer begin with a capital letter? _____
4. Does each answer end with a period? _____
5. Is there correct internal capitalization? _____
6. Have you used contractions? _____
7. Have you used correct verb tense? _____
8. Are all words spelled correctly? _____

$\frac{\text{Number of questions correct}}{\text{Number of questions used}}$ _____

Percentage _____

MINIMUM OBJECTIVES FOR GRAMMATICAL ACCURACY



LISTENING SKILLS MINIMUM OBJECTIVES - Grade 3

Given a story read orally by a teacher or listened to on record player or a tape the student will listen to and answer in writing five questions dealing with the main idea, details, inferences and conclusions with 80-100% accuracy. The selections will increase in difficulty each successive month.

ORAL READING MINIMUM OBJECTIVES - Grade 3

Ginn Functional Grade Level Inventory and Reading for Concepts

Given examples of a paragraph from a story and a paragraph dealing with technical material the student will read into a tape recorder or to a teacher once a month, with fluency and accuracy. The selections will increase in difficulty each month.

Sept.	Grade Level	3.1
Oct.	"	3.2
Nov.	"	3.3
Dec.	"	3.4
Jan.	"	3.5
Feb.	"	3.6
Mar.	"	3.7
April	"	3.8
May	"	3.9
June	"	4.0

CREATIVE WRITING MINIMUM OBJECTIVES - Grade 3

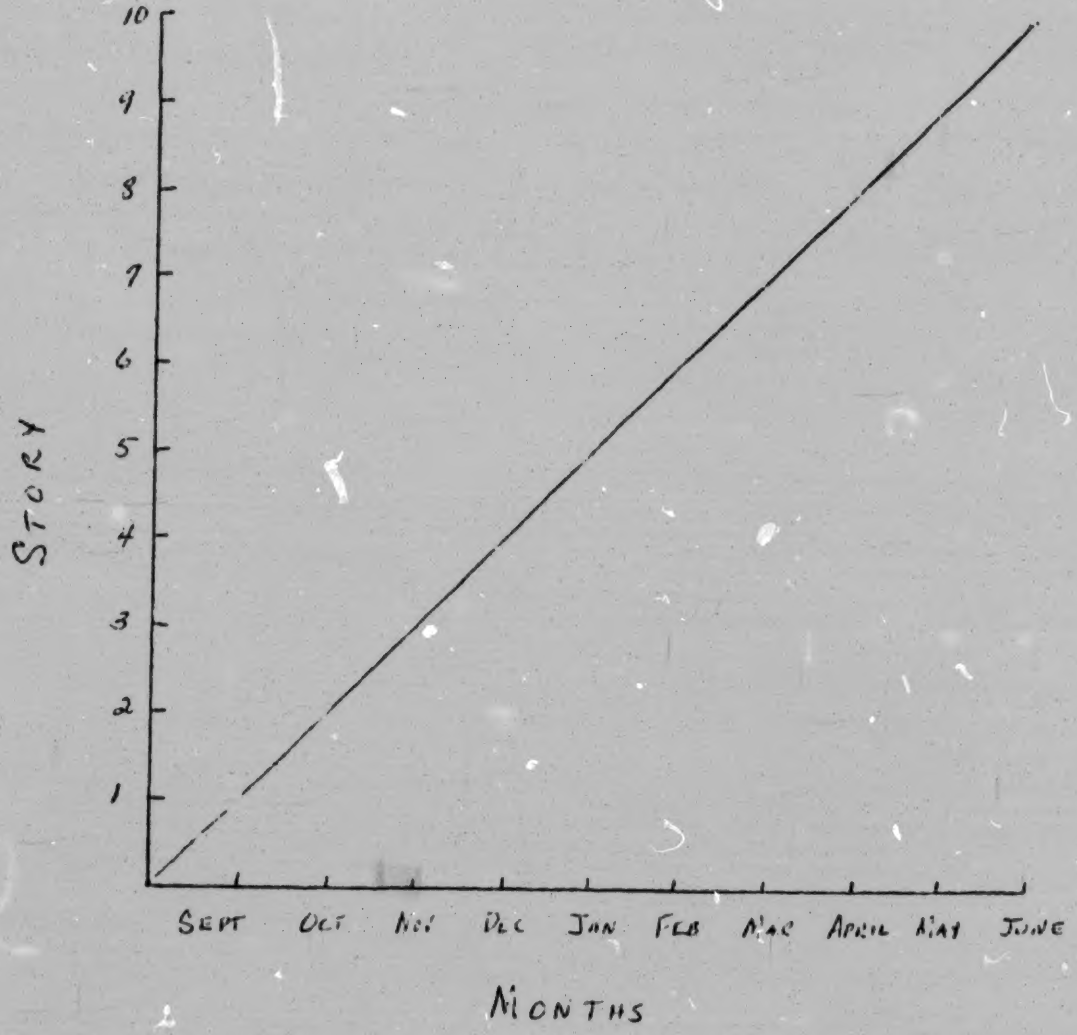
Given various assigned topics in creative writing the student will demonstrate competency in the following five areas: by June.

3.2	Sept-Oct	Completion
3.4	Nov-Dec	Originality (descriptive ideas)
3.6	Jan-Feb	Expressing thoughts clearly
3.8	Mar-April	Sequencing of ideas
4.0	May-June	Grammatical accuracy

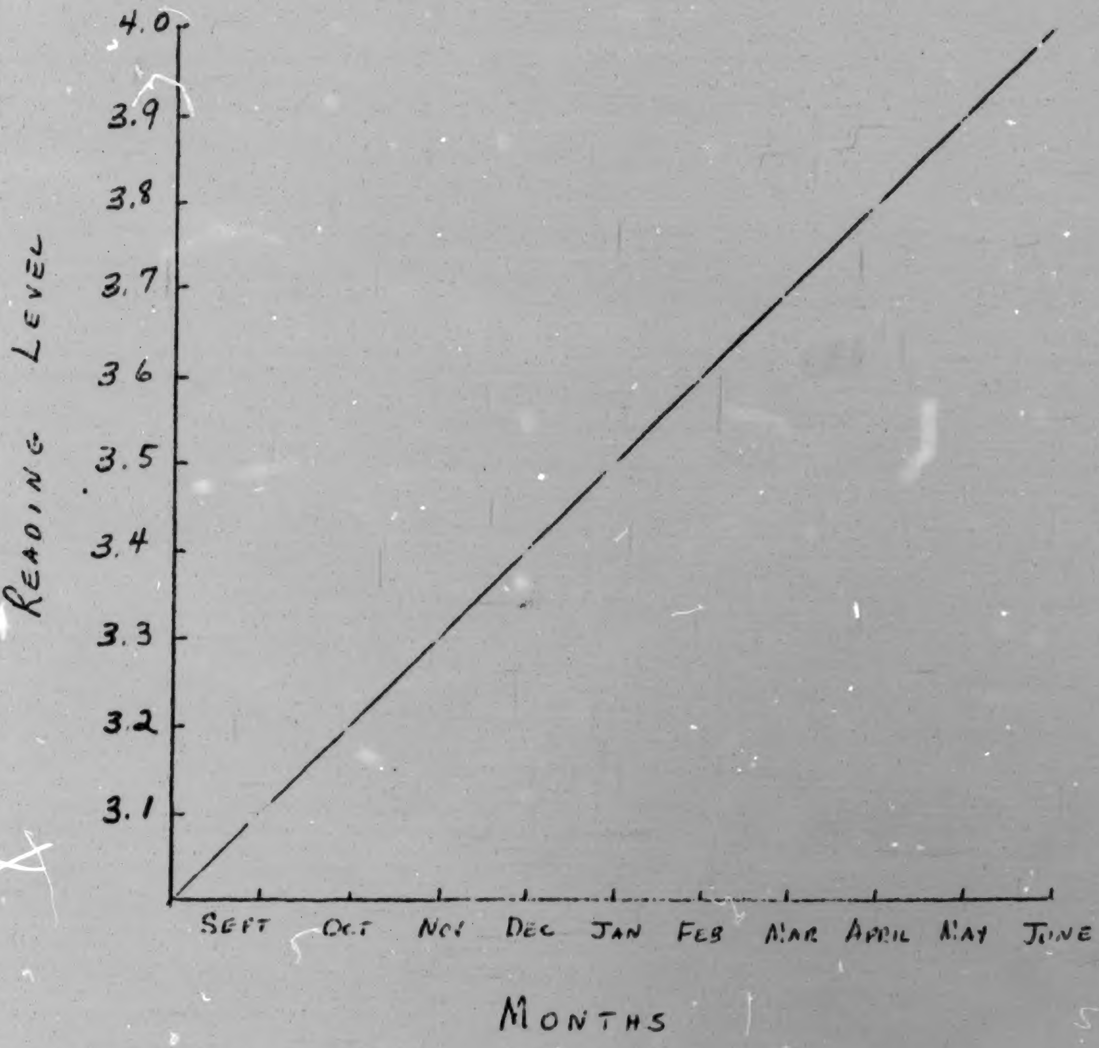
NAME ______________________________

ORAL READING				LISTENING SKILLS		
Date	Selection	FGL Inventory	% Accuracy	Date	Selection	% Accuracy

LISTENING SKILLS MINIMUM OBJECTIVES



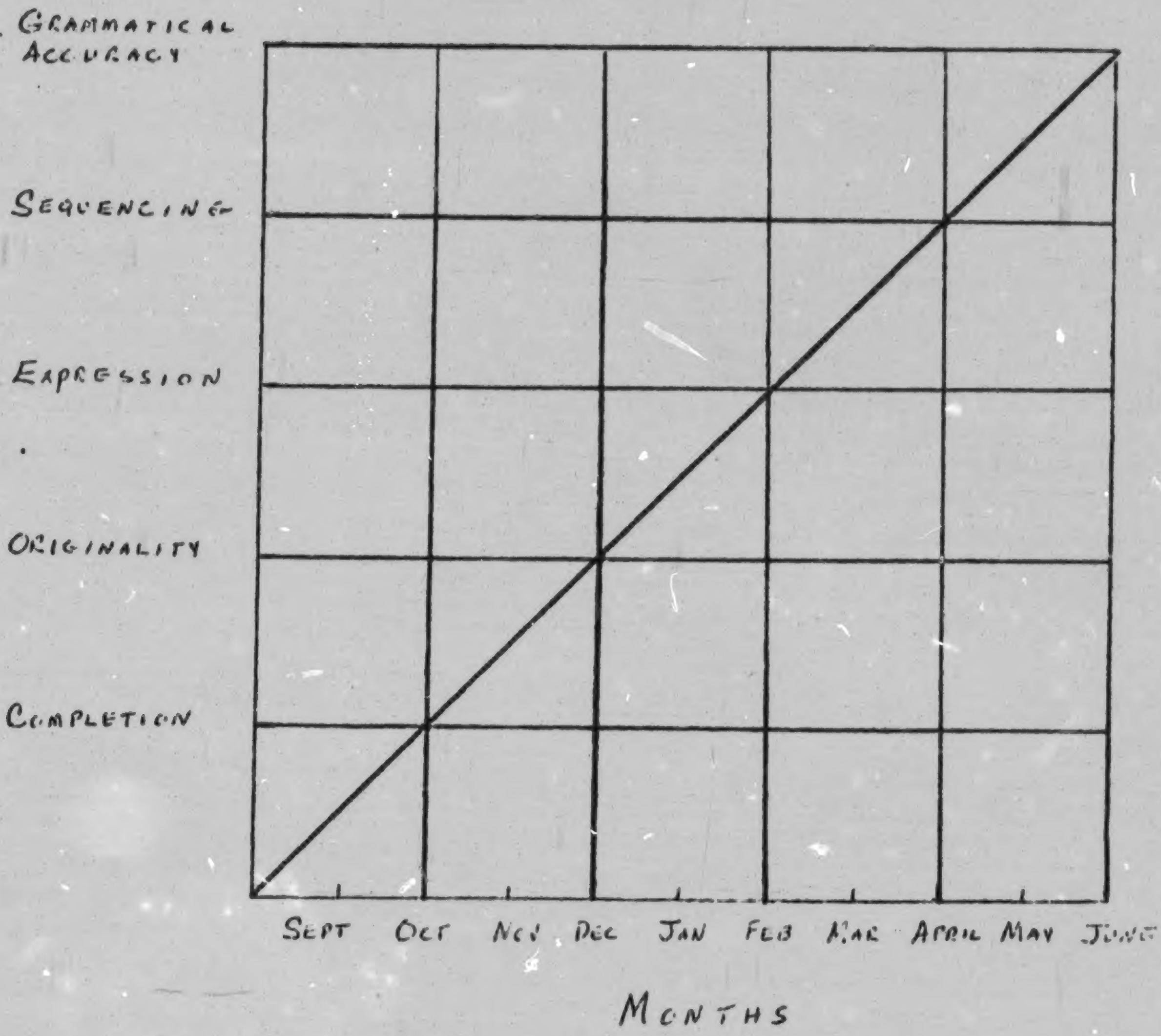
MINIMUM OBJECTIVES FOR ORAL READING 3.0-4.0



NAME ______________________ CREATIVE WRITING

Month	Assignment	Completion	Originality	Expression	Sequencing	Grammar
Oct.						
Dec.						
Feb.						
April						
June						

CREATIVE WRITING MINIMUM OBJECTIVES



MINIMUM OBJECTIVES - 4TH GRADE

Patricia Coleman

and

Kathleen Kazuba

OVERALL BEHAVIORAL MINIMUM OBJECTIVES - Grade Four

Given work in five main areas of language arts--(1) reading comprehension (2) mechanics of writing, (3) creative writing, (4) oral communication, and (5) aural communication (comprehension),

the student will demonstrate proficiency in each category

to a mastery level of 80-100% accuracy within the ten month minimum objective time period.

READING COMPREHENSION MINIMUM OBJECTIVES - Grade Four

General Reading Comprehension:

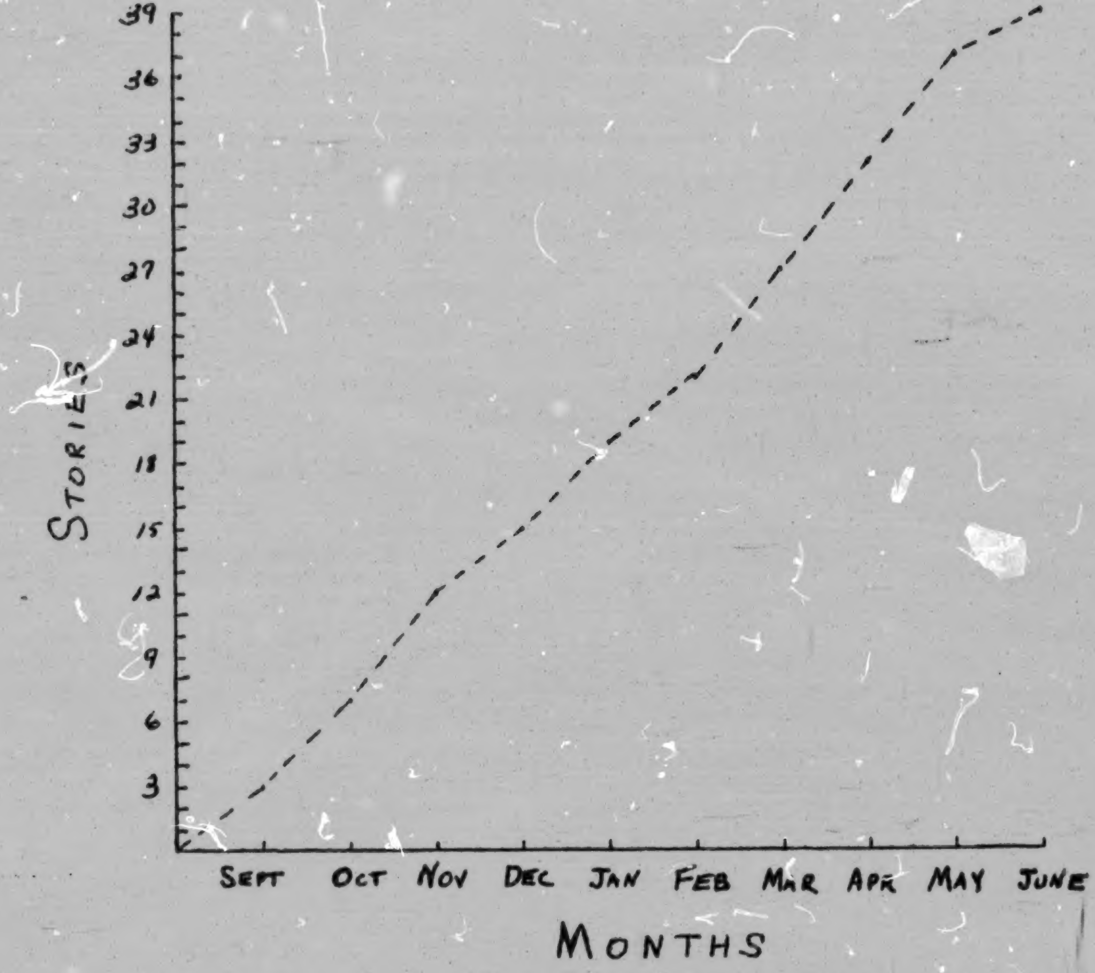
Given the Ginn Basal Reader book four

the student will complete the following minimum number of stories by reading the stories and answering their questions:

with 80-100% accu

September	Stories 1 - 3	4.1
October	Stories 4 - 7	4.2
November	Stories 8 - 12	4.3
December	Stories 13 - 15	4.4
January	Stories 16 - 19	4.5
February	Stories 20 - 22	4.6
March	Stories 23 - 27	4.7
April	Stories 28 - 32	4.8
May	Stories 33 - 37	4.9
June	Stories 38 - 39	5.0

GINN BOOK 4 MINIMUM OBJECTIVES



Specific Reading Comprehension:

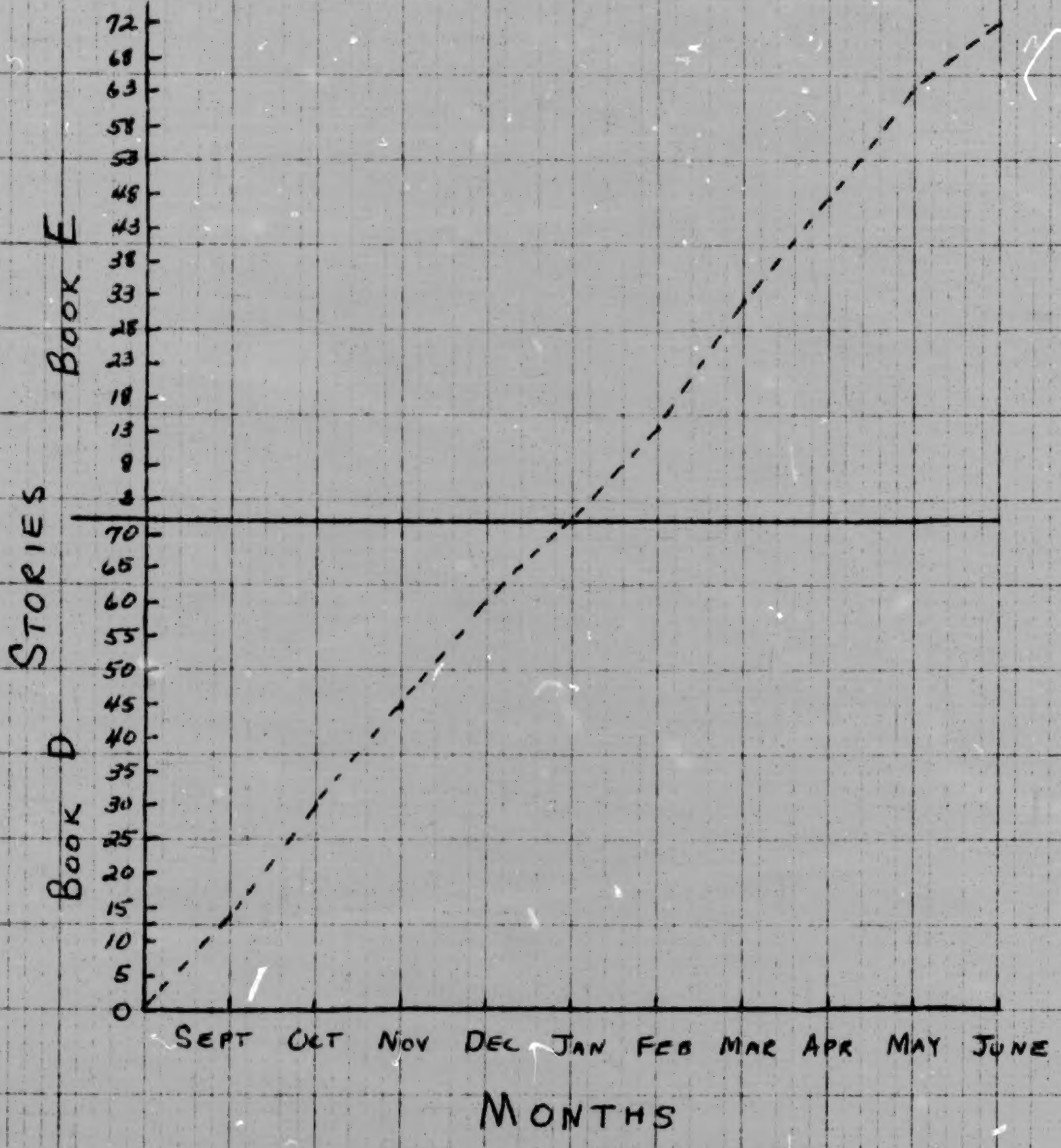
Given Books D and E in the Reading for Concepts series	the student will read the following minimum number of stories and answer questions involving factual detail, words in context, antecedent, inference, conclusions, main idea, antonyms, modification, and cause and effect:	with 80-100% accuracy

September	Book D	Stories 1 - 14	4.1
October	Book D	Stories 15 - 30	4.2
November	Book D	Stories 31 - 45	4.3
December	Book D	Stories 46 - 60	4.4
January	Book D	Stories 61 - 72	4.5
February	Book E	Stories 1 - 14	4.6
March	Book E	Stories 15 - 32	4.7
April	Book E	Stories 33 - 47	4.8
May	Book E	Stories 48 - 64	4.9
June	Book E	Stories 65 - 72	5.0

Given book 4 in the Open Court Series,	the student will read the following minimum number of stories and answer comprehension questions:	achieving 80-100% accuracy

4.1	September	Selections 1 - 10	Pages 1-26
4.2	October	Selections 11 - 20	27-52
4.3	November	Selections 21 - 30	53-93
4.4	December	Selections 31 - 40	94-150
4.5	January	Selections 41 - 50	151-197
4.6	February	Selections 51 - 60	198-245
4.7	March	Selections 61 - 70	246-301
4.8	April	Selections 71 - 80	302-351
4.9	May	Selections 81 - 90	352-413
5.0	June	Selections 91 - 94	414-436

READING FOR CONCEPTS MINIMUM OBJECTIVES
BOOKS D AND E



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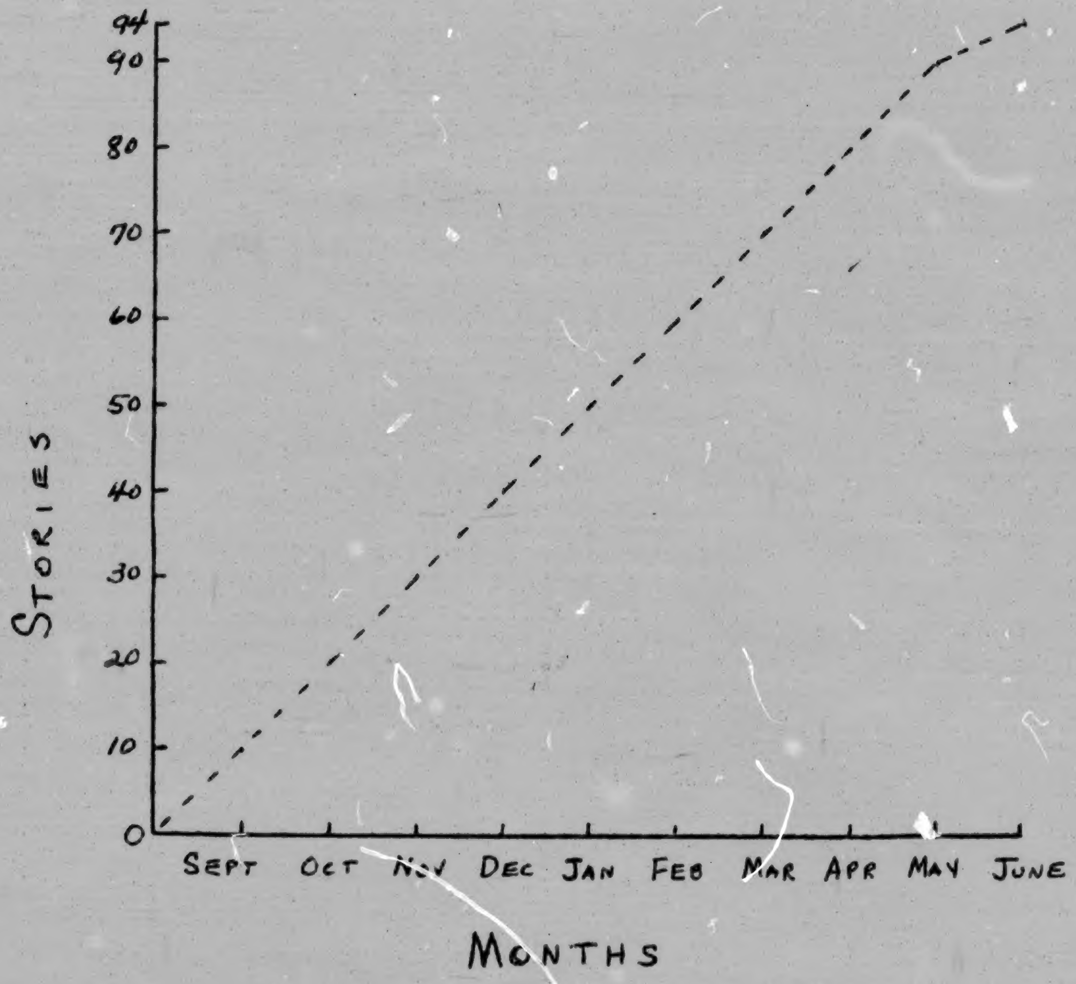
OPEN COURT BOOK 4 MINIMUM OBJECTIV



ORAL READING MINIMUM OBJECTIVES - Grade Four

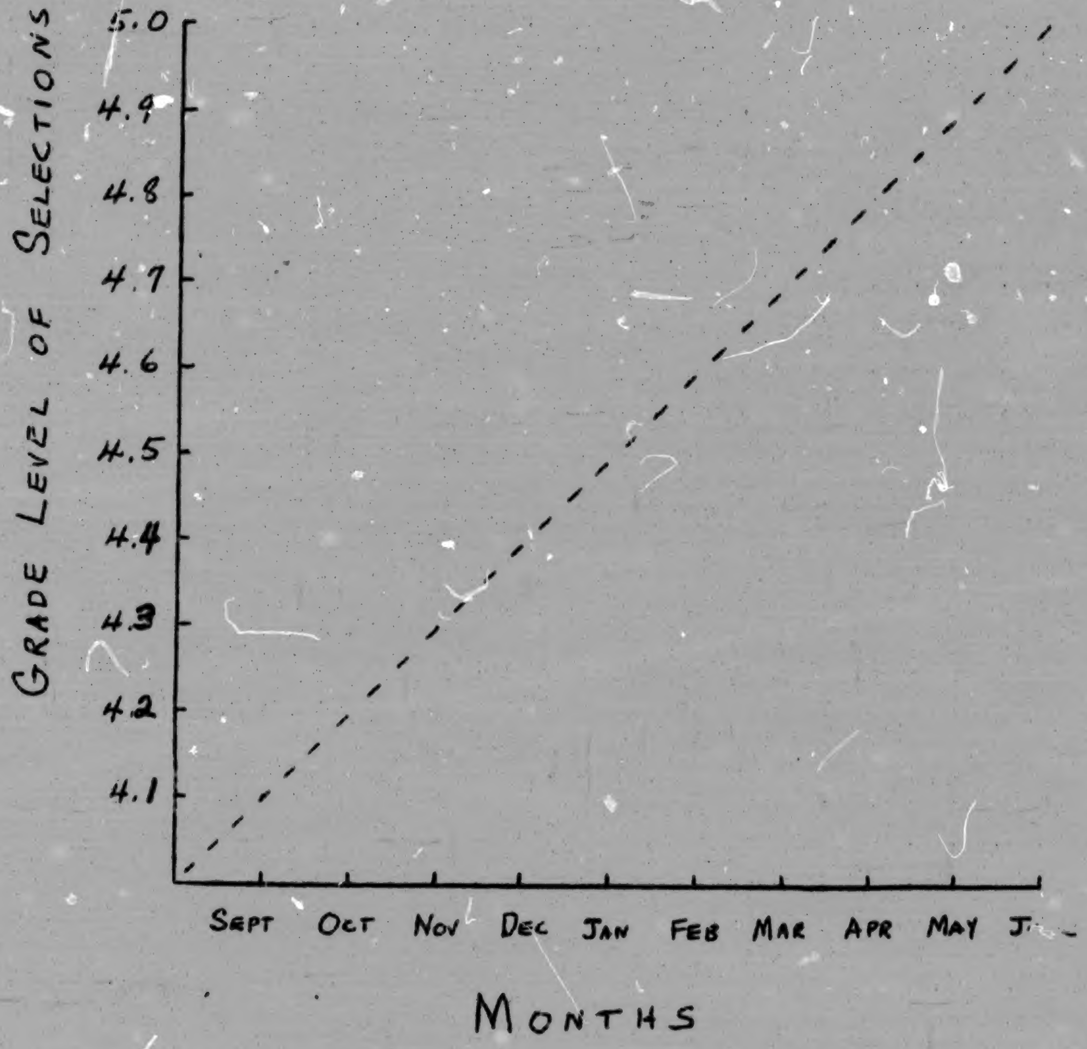
Given examples of a poem, a paragraph from a story, and a paragraph dealing with technical material (The selections used will increase in difficulty each month beginning in September at 4.1 and ending in June at 5.0 grade level.)

the student will read each example into a tape recorder

with fluency and expression as judged by two independent observers once a month.

September	Grade Level 4.1
October	Grade Level 4.2
November	Grade Level 4.3
December	Grade Level 4.4
January	Grade Level 4.5
February	Grade Level 4.6
March	Grade Level 4.7
April	Grade Level 4.8
May	Grade Level 4.9
June	Grade Level 5.0

ORAL READING GRADE LEVEL SELECTI



Fourth Grade

Oral Reading:

Sept. (4.1)

1. poem: pg. 317 "The Rag Bag", Ginn 3^2 Friends Far and Near.
2. paragraph from a story: pg. 295, paragraph 4, Ginn 3^2 Friends Far and Near.
3. technical paragraph: pg. 32, paragraph 2, Reading For Concepts, Book D.

Oct. (4.2)

1. poem: pg. 8 "Adventure Waits", Ginn 4 Roads to Everywhere.
2. paragraph: pg. 11, paragraph 6 (It Started . . . a bee's sting.) Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 102, paragraph 2, Reading For Concepts, Book D.

Nov. (4.3)

1. poem: pg. 68 "If Only . . . ", Ginn 4 Roads to Everywhere.
2. paragraph: pg. 67, paragraph 3, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 132. paragraph 1, Reading For Concepts, Book D.

Dec. (4.4)

1. poem: pg. 94 "Windy Night", Ginn 4 Roads to Everywhere.
2. paragraph: pg. 101, paragraph 5, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 16, paragraph 3, Reading For Concepts, Book E.

Jan. (4.5)

1. poem: pg. 154 "Cockpit in the Clouds", Ginn 4 Roads to Everywhere.
2. paragraph: pg. 101, paragraph 5, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 16, paragraph 3, Reading For Concepts, Book E.

Oral Reading (cont.)

Feb. (4.6)

1. poem: pg. 167 "Night Plane", Ginn 4 Roads to Everywhere.
2. paragraph: pg. 177, paragraph 5 ("Of course . . . Wood") Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 58, paragraph 2, Reading For Concepts Book E.

March (4.7)

1. poem: pg. 230 "Seal Lullaby" Ginn 4 Roads to Everywhere.
2. paragraph: pg. 222, paragraph 3, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 74, paragraph 3 Reading for Concepts Book E.

April (4.8)

1. poem: pg. 258 "Ducks Ditty" Ginn 4 Roads to Everywhere.
2. paragraph: pg. 266, paragraph 4, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 106, paragraph 3, Reading For Concepts, Book E.

May (4.9)

1. poem: pg. 330-331 "Jonathan Bing" Ginn 4 Roads to Everywhere.
2. paragraph: pg. 319, paragraph 2, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 132, paragraph 5 Reading For Concepts

June (5.0)

1. poem: pg. 367 "Washington" Ginn 4 Roads to Everywhere.
2. paragraph: pg. 434, paragraph 4, Ginn 4 Roads to Everywhere.
3. technical paragraph: pg. 144, paragraph 1, Reading For Concepts, Book E.

MECHANICS OF WRITING WITHIN SENTENCES, PARAGRAPHS, AND STORIES

By the end of November - Terminal Objective

Given the Ginn Reading Program's grammar check sheet	the student will write grammatically correct sentences	with 80-100% accuracy.

September 4.1

Given ten comprehension questions to answer	the student will write the answers in complete sentences using correct punctuation at the beginning and at the end	with 80-100% accuracy.

October 4.2

Given ten comprehension questions to answer	the student will write the answers with correct capitalization within the sentence. and using the correct verb tense	with 80-100% accuracy.

November 4.3

Given ten comprehension questions to answer	the student will write the answers with correct internal punctuation--commas, abbreviations, contractions, possessives	with 80-100% accuracy.

November 4.3

Given ten comprehension questions to answer	the student will write the answers with correct useage of homonyms and correct spelling within the sentence	with 80-100% accuracy.

By the end of February - Terminal Objective

Given a choice of three topics	the student will write one grammatically correct paragraph	with 100% accuracy.

December 4.4

Given a choice of three topics	the student will write a topic sentence	which is grammatically correct

January 4.5

Given a choice of three topics	the student will write a paragraph with supporting and ending sentences	which are grammatically correct

February 4.6

Given a choice of three topics	the student will write a paragraph	which is grammatically correct.

By the end of June - Terminal Objective

Given a choice of three topics	the student will write a story	five paragraphs in length with 80-100% accuracy in all the mechanics of writing

March 4.7

Given a choice of three topics	the student will write a story	two paragraphs in length with 80-100% accuracy in all the mechani of writing

April 4.8

Given a choice of three topics	the student will write a story	three paragraphs in length with 80-100% accuracy in all the mechanics of writing.

May 4.9

Given a choice of three topics	the student will write a story	four paragraphs in length with 80-100% accuracy in all the mechani of writing

June 5.0

Given a choice of three topics	the student will write a story	five paragraphs in length with 80-100% accuracy in all the mechani of writing

NAME ______________________

MECHANICS

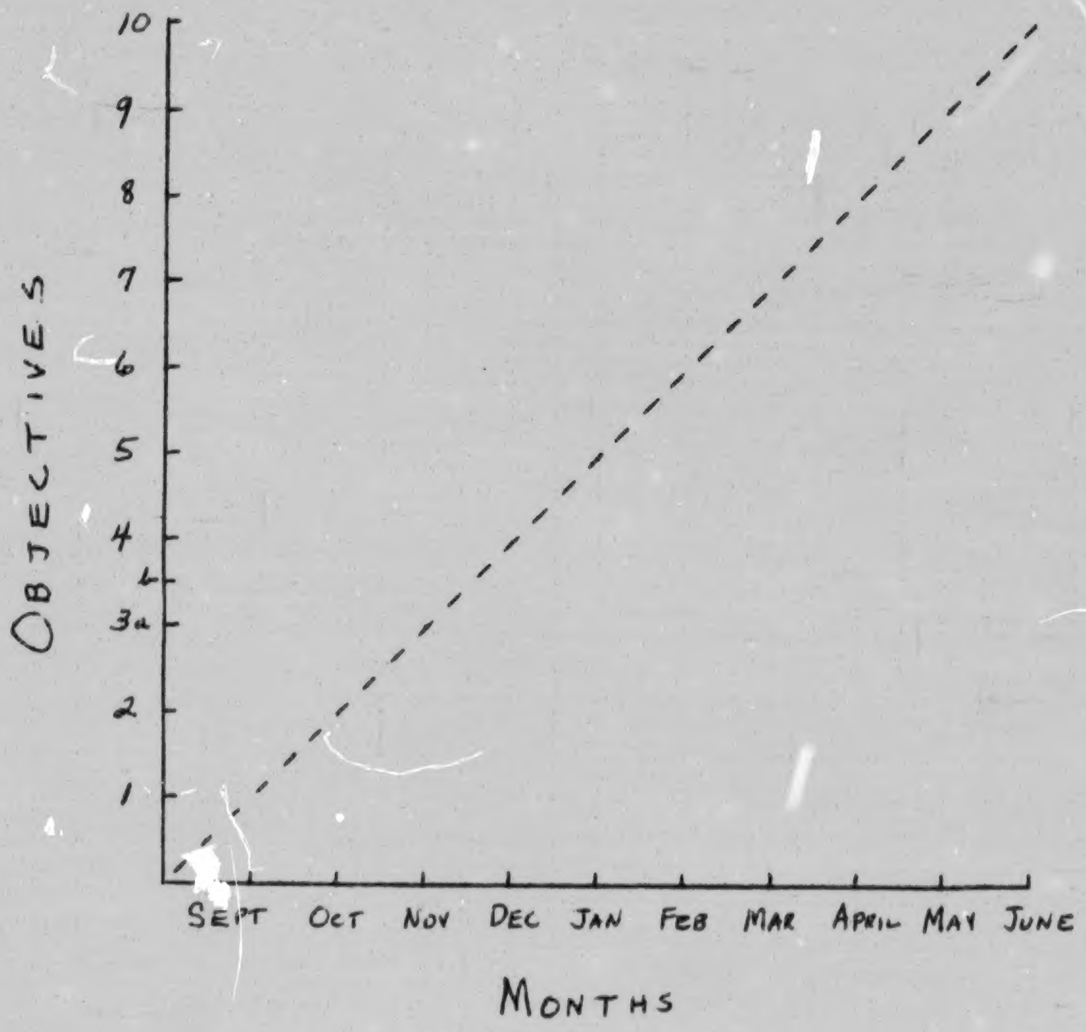
DATE	ASSIGNMENT	+ 0	%
Sept.	Ans. in complete sentences with correct punct. at beg. & end.		
*			
Oct.	Ans. with correct caps within sentence and correct verb tense.		
*			
Nov.	Ans. with commas, abbrev., contrac., possess., spell., & homonyms written correctly		
*			
Dec.	Topic sentence		
*			
Jan.	Paragraph with supporting and ending sentences.		
*			
Feb.	Correct paragraph.		
*			
Mar.	Two paragraph story.		
*			
Apr.	Three paragraph story.		
*			
May	Four paragraph story.		
*			
June	Five paragraph story.		
*			

KEY: * - Evaluation
+ - Completed
0 - Not completed

CREATIVE WRITING

DATE	ASSIGNMENT	+ 0	%
Sept.	Descriptive sentences (riddle)		
*			
Oct.	Descriptive sentences (haiku)		
*			
Nov.	Descriptive sentences (limerick)		
*			
Dec.	Descriptive paragraph		
*			
Jan.	Descriptive paragraph		
*			
Feb.	Descriptive paragraph		
*			
Mar.	Myth		
*			
Apr.	Legend		
*			
May	Fable		
*			
June	Biographical sketch		
*			

MECHANICS OF WRITING WITHIN SENTENCE, PARAGRAPH AND STORIES MINIMUM OBJECTIVES

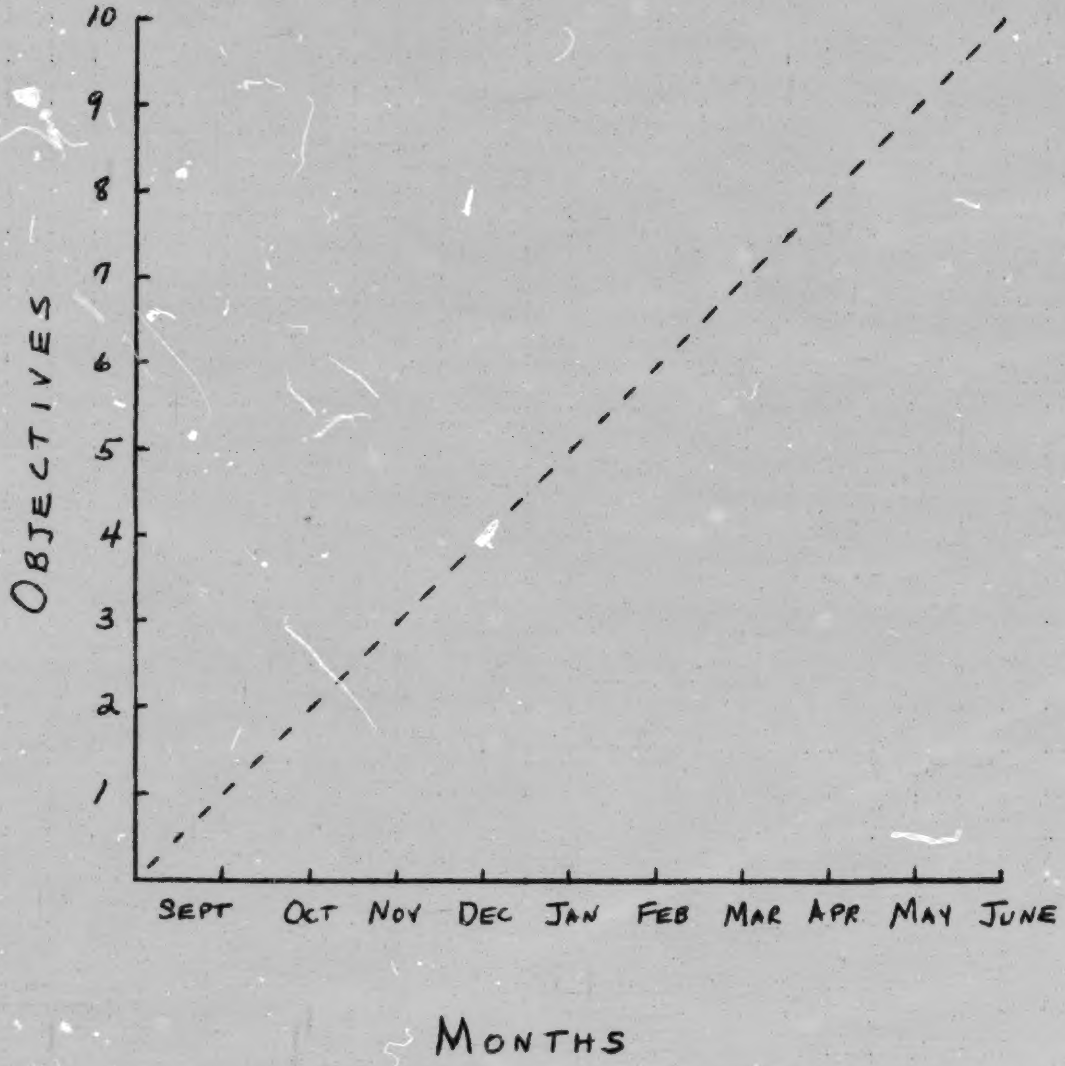


CREATIVE WRITING MINIMUM OBJECTIVES - Grade Four

Given practice and prior instruction in descriptive writing the student will write examples of descriptive sentences, descriptive paragraphs, a myth, a legend, a fable, and a biographical sketch of an older person with 80-100% grammatical accuracy for each example.

1.	September	descriptive sentences	Sept. - riddle
2.	October		Oct. - haiku
3.	November		Nov. - limerick
4.	December	descriptive paragraphs	
5.	January		
6.	February		
7.	March	- myth	
8.	April	- legend	
9.	May	- fable	
10.	June	- biographical sketch of an older person	

CREATIVE WRITING MINIMUM OBJECTIVES



AURAL COMMUNICATION (COMPREHENSION) MINIMUM OBJECTIVES - Grade Four

Given a story read by the teacher or on tape (increasing in difficulty each month beginning in September at 4.1 and ending in June at 5.0 grade level) the student will listen and answer in writing seven multiple choice questions dealing with main idea, factual detail, inferences, and conclusions with 80-100% accuracy

September	Grade Level 4.1
October	Grade Level 4.2
November	Grade Level 4.3
December	Grade Level 4.4
January	Grade Level 4.5
February	Grade Level 4.6
March	Grade Level 4.7
April	Grade Level 4.8
May	Grade Level 4.9
June	Grade Level 5.0

Aural Reading - Listening

Sept. (4.1) - pg. 84 - 85
Reading for Concepts, Book D

Oct. (4.2) - pg. 128 - 129
Reading for Concepts, Book D

Nov. (4.3) - pg. 148 - 149
Reading for Concepts, Book D

Dec. (4.4) - pg. 30 - 31
Reading for Concepts, Book E

Jan. (4.5) - pg. 40 - 41
Reading for Concepts, Book E

Feb. (4.6) - pg. 62 - 63
Reading for Concepts, Book E

March (4.7) - pg. 72 - 73
Reading for Concepts, Book E

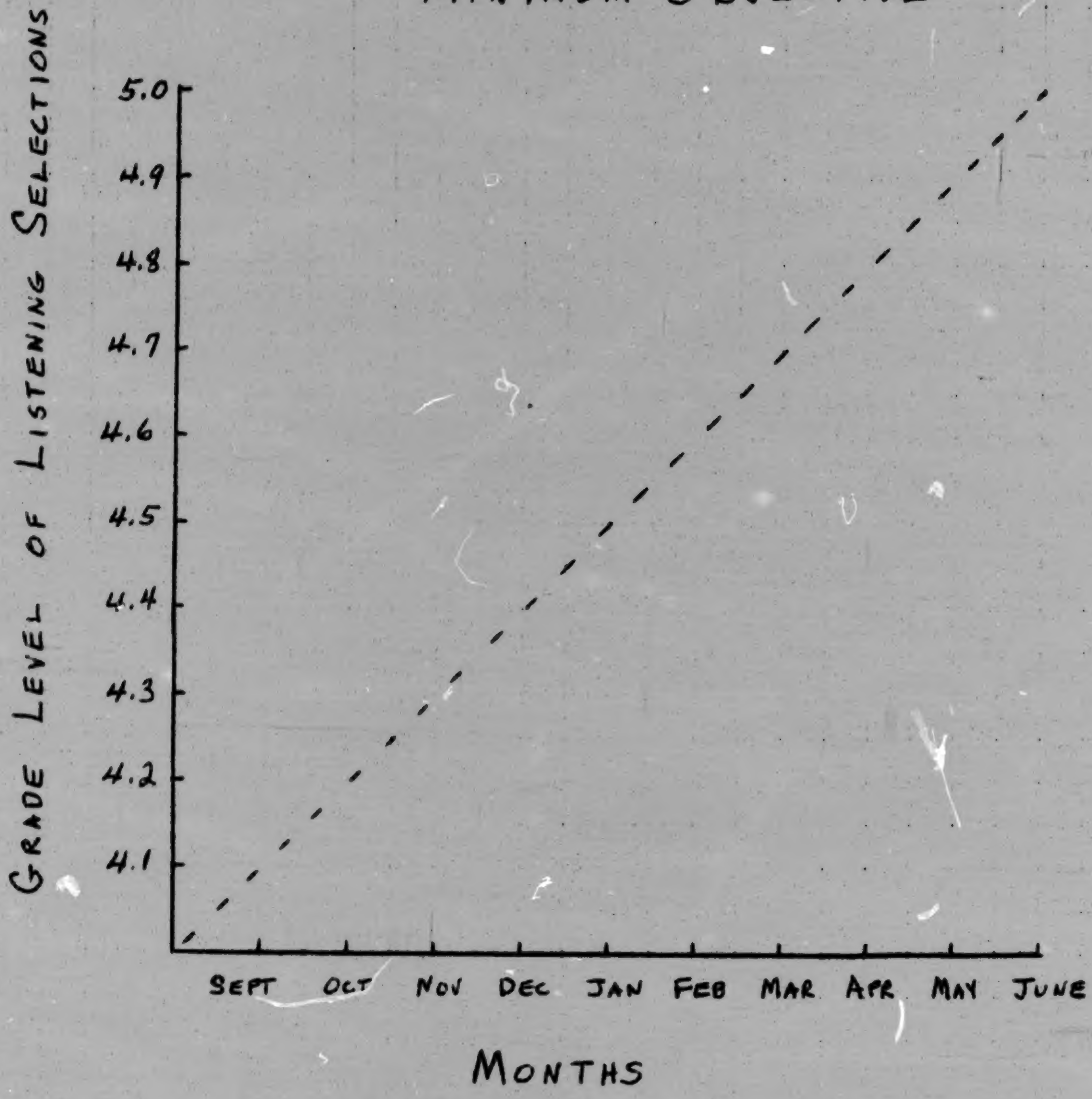
April (4.8) - pg. 128 - 129, "Strange Partners"
Reading for Concepts, Book E

May (4.9) - pg. 148 - 149
Reading for Concepts, Book E

June (5.0) - pg. 158 - 159
Reading for Concepts, Book E

AURAL LISTENING GRADE LEVEL SELECTIONS

MINIMUM OBJECTIVE



Myths

398.22 Ben	1. The Stories of the Gods and Heroes - Sally Benson
R 291 Bul	2. Bulfinch's Mythology.
291 Elg	3. The First Book of Mythology (Greed, Roman) - Kathleen Elgin
292 Ham	4. Mythology - Edith Hamilton
292.2 Mil	5. Apollo - Katherine Miller
292 Bul	6. Book of Myths - Thomas Bulfinch
Cas 292	7. Great Gods and Heroes (2 cassettes)
Pic 292	8. Greek Mythology (pict. set)
292 Haw	9. Pandora's Box - Nathaniel Hawthorne
292 Per	10. King Midas and Golden Touch - Al Perkins
292 Pri	11. Myths and Enchantment Tales - Margaret Evans Price
Cas 292	12. Tales of Adventure (myth. of Gk. and Roman)
292 War	13. Greek and Roman Myths - Kay Ware
R 291.03 Lar	14. Larousse Ency. of Mythology (Dict.)

Fables

398.2 Aes	1. Aesop Fables
SFS 398.2	2. Aesop's Fables (sound filmstrip)
808.8 Don v. 12	3. Best in Children's Books, vol. 12
398.2 Eva	4. The Boy Who Cried Wolf - Katherine Evans
398.2 Gal	5. Three Aesop Fox Fables - Paul Galdone
398.2 Joy	6. The Cat and the Devil - James Joyce
398.2 Laf	7. The Rich Man and the Shoe-maker - Jean La Fontaine
E Lex	8. Crocodile and Hen - Joan Lexan
SFS 398.2	9. Living Prose Series - Aesop Fables and Steadfast Tin Soldier
R 291 Bul	10. Bulfinch's Mythology (Age of Fable part)

Legends

Cat. No.	Title	Author
F Irv	The Legend of Sleepy Hollow	Washington Irving
808.8 Irv.	The Legend of Sleepy Hollow	Washington Irving
398.22 Ben	Legends	Sally Benson
970.4 Gri	Legends	Marion E. Gridley
S.F.S. 398.2	Hero Legends (Sound Filmstrip)	
398.2 Cou	Legends	Harold Courlander
398.2 Bro.	Legends (Germany)	Robert Browning
E Yas	Legends (Japan)	Taro Yashima
F ISH	Legends (Jewish)	Sulamith Ish-Kish
784 Car	Legends (U.S.)	Carl Carmer
398.2 Sto	Legends (U.S.)	Adrien Stoutenburg
398.2 Ale	Legends (Wales)	Lloyd Alexander
R 291 Bul	Bulfinch's Mythology	Bulfinch

Limerics

821.008 Jac	Limerics (Animals	Leland B. Jacobs
821.008 Jac	Limerics (Folks)	Leland B. Jacobs
808.81 Jac.	Limerics (Holidays)	Leland B. Jacobs
821.08 Mul	Limerics	Edward S. Mullins

Riddles

398.6 BIS	Ariddle - iculous rid-alphabet book	Ann Bishop
398.6 Lea	Riddleme, riddle me, ree	Maria Leach
582 Ham	The Riddle of Seeds	Winifred C. Hammond
793.7 BIS	Riddle Red Riddle Book	Ann Bishop
808.87 BER	Riddles	Sam Berman
398.6 BIS	Riddles	Ann Bishop
793.7 BIS	Riddles	Ann Bishop
793.7 CER	Riddles	Bennett Cerf
793.7 Cer	Riddles	Bennett Cerf
E CER	Riddles	Bennett Cerf
793.7 Cla	Riddles	Clark, David Allen
793.7 Gar	Riddles	Gardner, Martin
793.7 Gil	Riddles	Alice Gilbreath
398.6 LEA	Riddles	Maria Leach
793.7 Ste	Riddles	William Steig
793.7 Und	Riddles	Ralph Underwood
793.7 Wit	Riddles	Carl Withers
793.7 Wyl	Riddles	Rose Wyler

MINIMUM OBJECTIVES - 5TH GRADE

Anne Baker

and

Gilbert Pierce

OVERALL MINIMUM OBJECTIVE FOR FIFTH GRADE READING

Given Vistas Basic Reading Series, level 5, and the Open Court Basic Reading Series, level 5	the student will verbally emit vocabulary words presented prior to each story,	with 80% accuracy,
	define the vocabulary words	with 80% accuracy,
	and complete 10 comprehension questions for Vistas and the comprehension questions for Open Court for each story	with 80% accuracy.

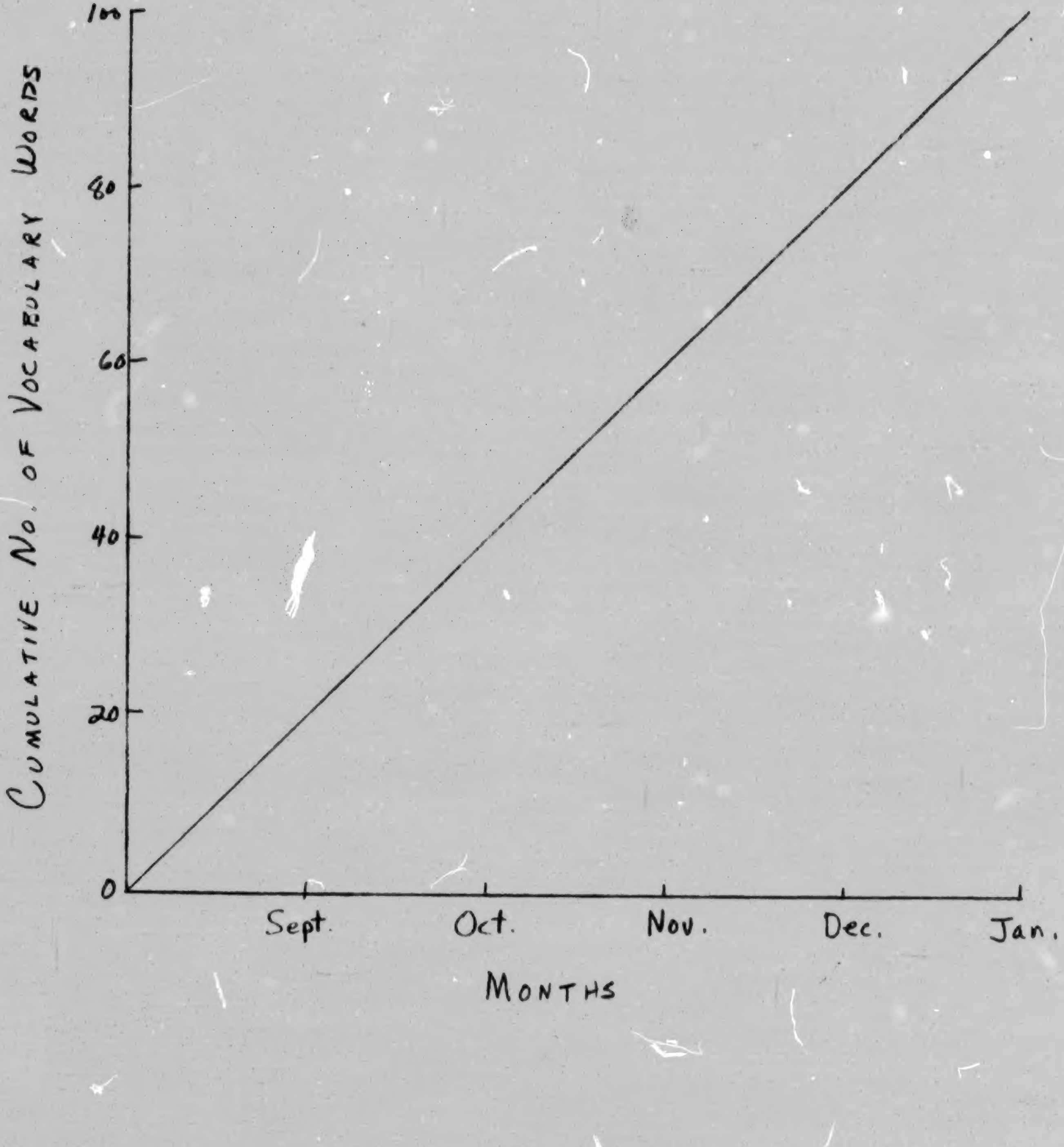
VOCABULARY DEVELOPMENT

1. Given a weekly list of ten vocabulary words	each student will pronounce the words	with 80% accuracy
2. Given a weekly vocabulary list of ten words	the student will write the word meaning	with 80% accuracy
3. Given a monthly list of twenty vocabulary words picked unsystematically from the lists of the previous 3 weeks	the student will write the word meaning	with 80% accuracy

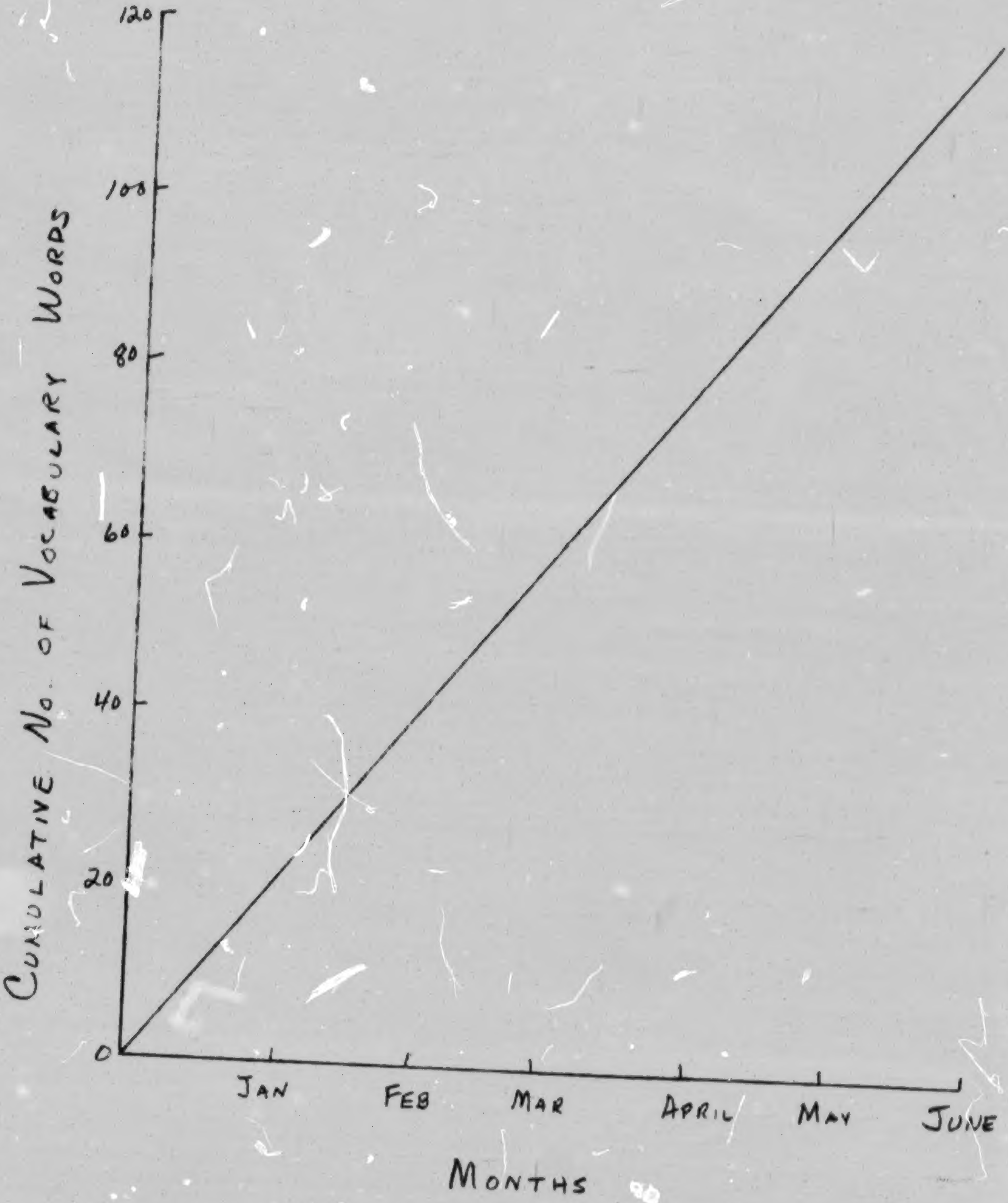
READING COMPREHENSION

Given a reading selection from the Vista and Open Court Basic Reading Series	each student will complete ten comprehension questions	with 80% accuracy according to the following criteria: 10 points will be given for each correctly answered response.

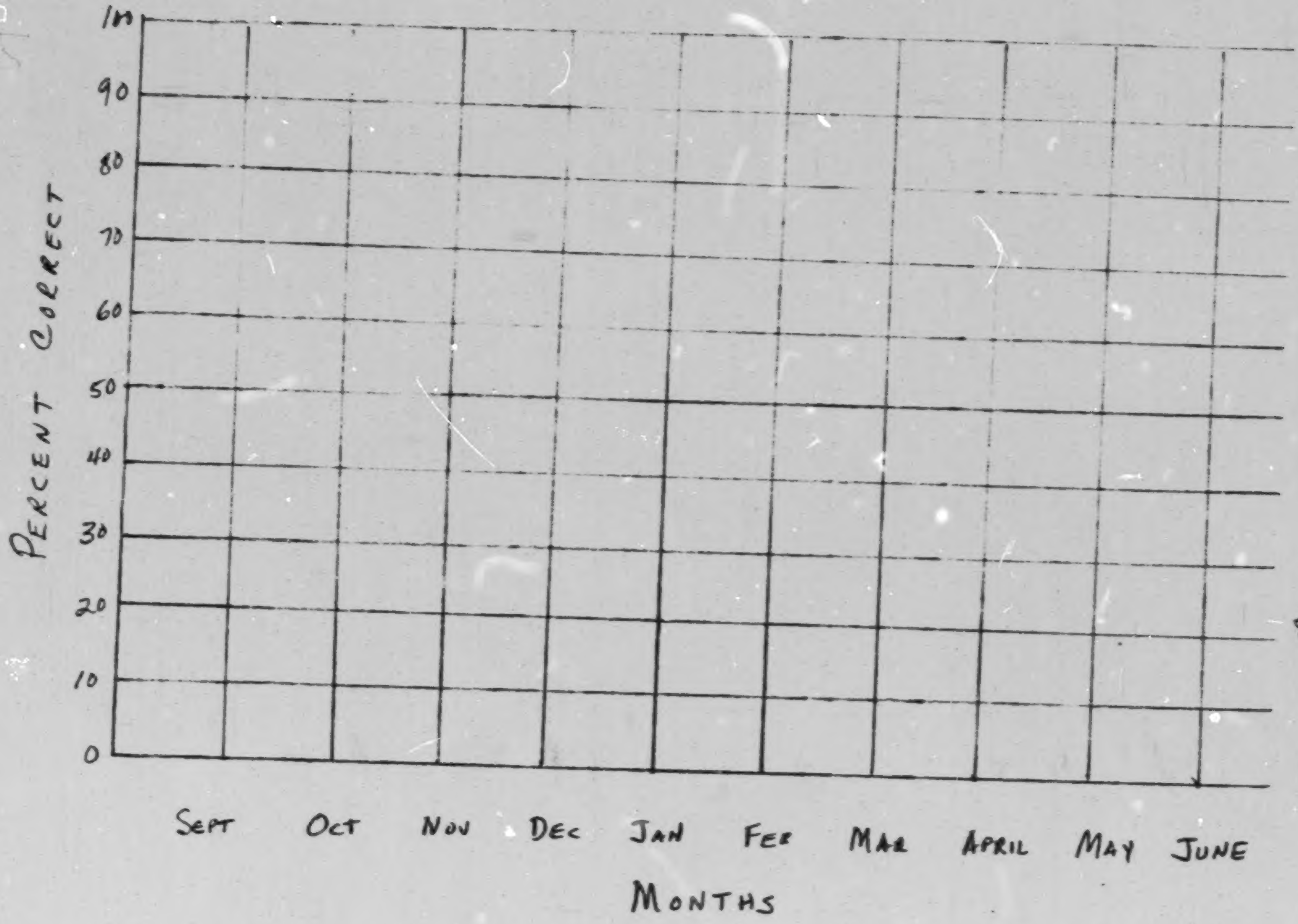
VOCABULARY DEVELOPMENT - VISTAS



VOCABULARY DEVELOPMENT - OPEN COURT



VOCABULARY DEVELOPMENT - MONTHLY CHECK



VISTA - Level 5

Sept. 5 - 14

Horses Can Be Dangerous	pp. 8 - 14
Windjammur William	pp. 14 - 23
+ Thomas Writes a Composition	pp. 23 - 26

Sept. 17 - 21

The Sound of Summer Running	pp. 27 - 36
+ Tommy's Four Seasons	pp. 36 - 37
Wild Pony	pp. 38 - 45

Sept. 24 - 28

Once is Enough	pp. 46 - 58
Project: Genius	pp. 59 - 71
+ The Jungle	p. 72

5.1

Oct. 1 - Oct. 5

The River	pp. 73 - 83
+ Watch America	p. 84
Westward Over the Ocean Sea	pp. 86 - 99

Oct. 8 - 16

+ Columbus	p. 100
Hay-Foot, Straw Foot	pp. 102 - 114
Franklin and the King	pp. 115 - 136

Oct. 17 - 24

Remember the Good Things	pp. 137 - 151
+ Western Wagons	pp. 152 - 153
Quicksand	pp. 154 - 170

5.2

Oct. 25 - 31

+ Frontiers	p. 171
+ Miracles	p. 172
A Dog and a Glacier	pp. 174 - 187
+ Sea Spirit	p. 188
The Bell that Saved Thirty-Three Hours	pp. 189-196

VISTA - Level 5 (cont.)

Nov. 1 - 7

	+ Who Pilots Ships	p. 197
	Blotto	pp. 198 - 210
	Monsieur le Pelican	pp. 211 - 222

Nov. 8 - 14

	+ The Runaway	p. 223
	My Friend Flicka	pp. 224 - 249
	+ Thumbprint	p. 250

Nov. 15 - 20

	What Shall I Become	pp. 252 - 263
	Paul Revere: Famous Spy	pp. 264 - 277
5.3	+ Hold Fast Your Dreams	p. 278

Nov. 26 - 30

	Frontier Doctor	pp. 279 - 290
	The Sky's the Limit	pp. 291 - 304

Dec. 3 - 7

	What I Really Want to do is Fly	pp. 305 - 319
	+ Imagination	p..320
	The Intruders	pp. 322 - 332

Dec. 10 - 14

	+ Words	p. 333
	+ Tall Tales	pp. 334 - 338
	Strange Doings on Pike's Peak	pp. 339 - 348
	+ Verses	p. 349
5.4		

Dec. 17 - 21

	Time Cat	pp. 350 - 369
	+ Musetta of the Mountains	pp. 370 - 371
	Canute and Edmund	pp. 372 - 382

VISTA - Level 5 (cont.)

Jan. 3 - 9

The Royal Banquet	pp. 383 - 393
+ Introduction	p. 394
The Helen Keller Story	
Pupil and Teacher	pp. 397 - 411

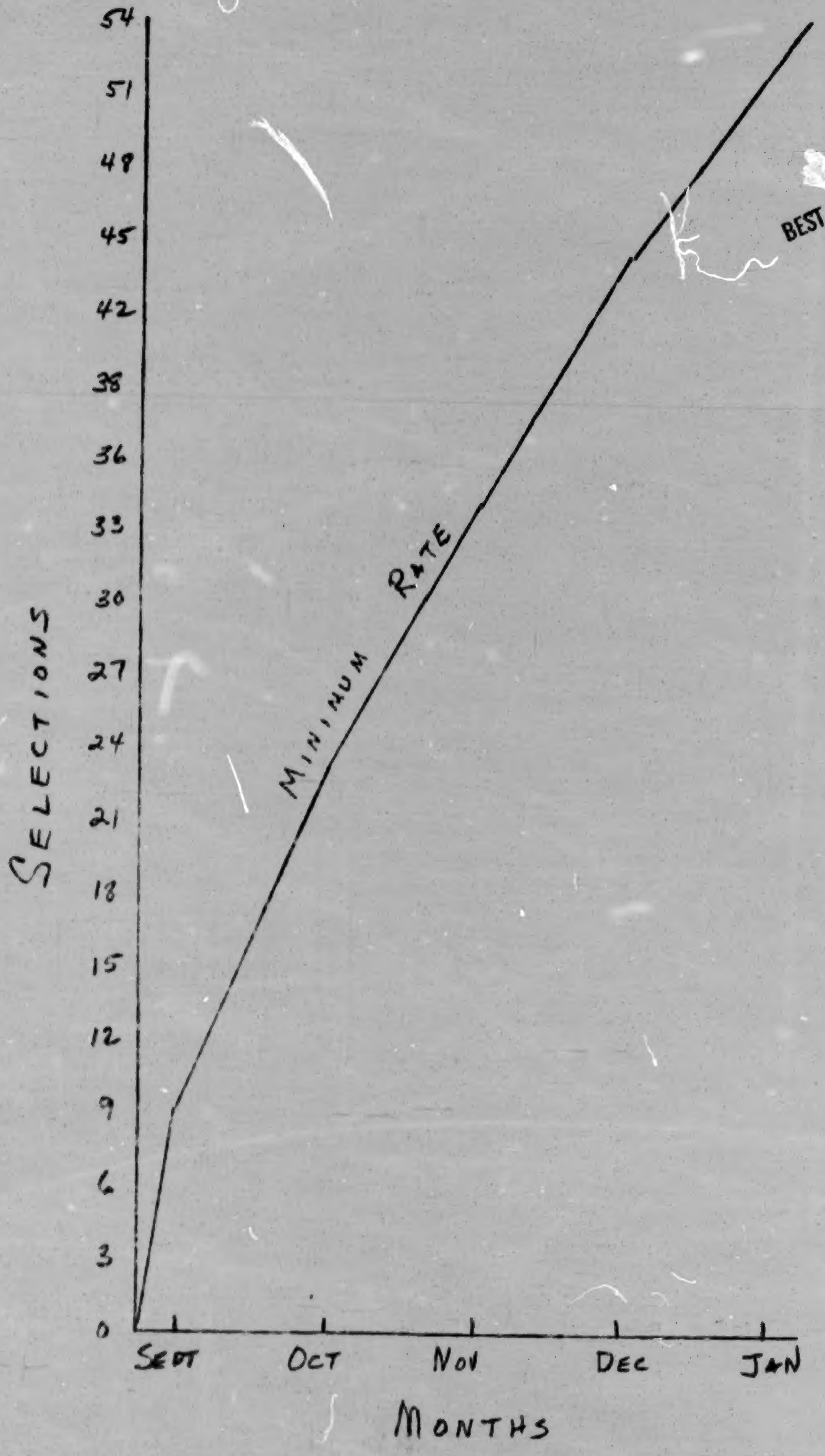
Jan. 10 - 16

Miracle at the Pump House	pp. 412 - 419
Boston Bound	pp. 420 - 432
Human Speech	pp. 433 - 446

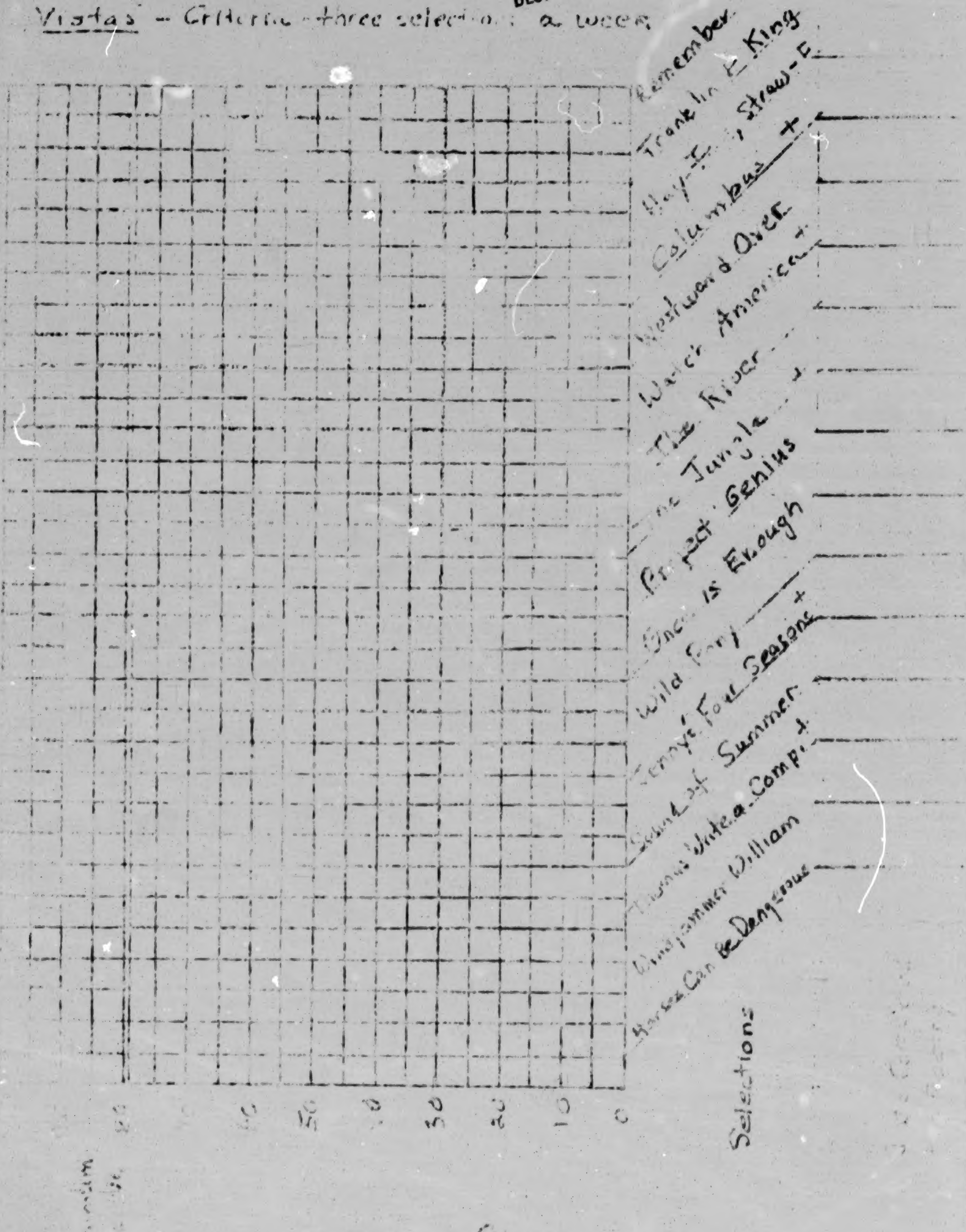
Jan. 17 - 23

The Frost King	pp. 447 - 462
On Paper Wings	pp. 463 - 477
Radcliffe	pp. 478 - 488
A Postscript	p. 490

READING COMPREHENSION - VISTA.



Vistas - Criterion - three selections a week

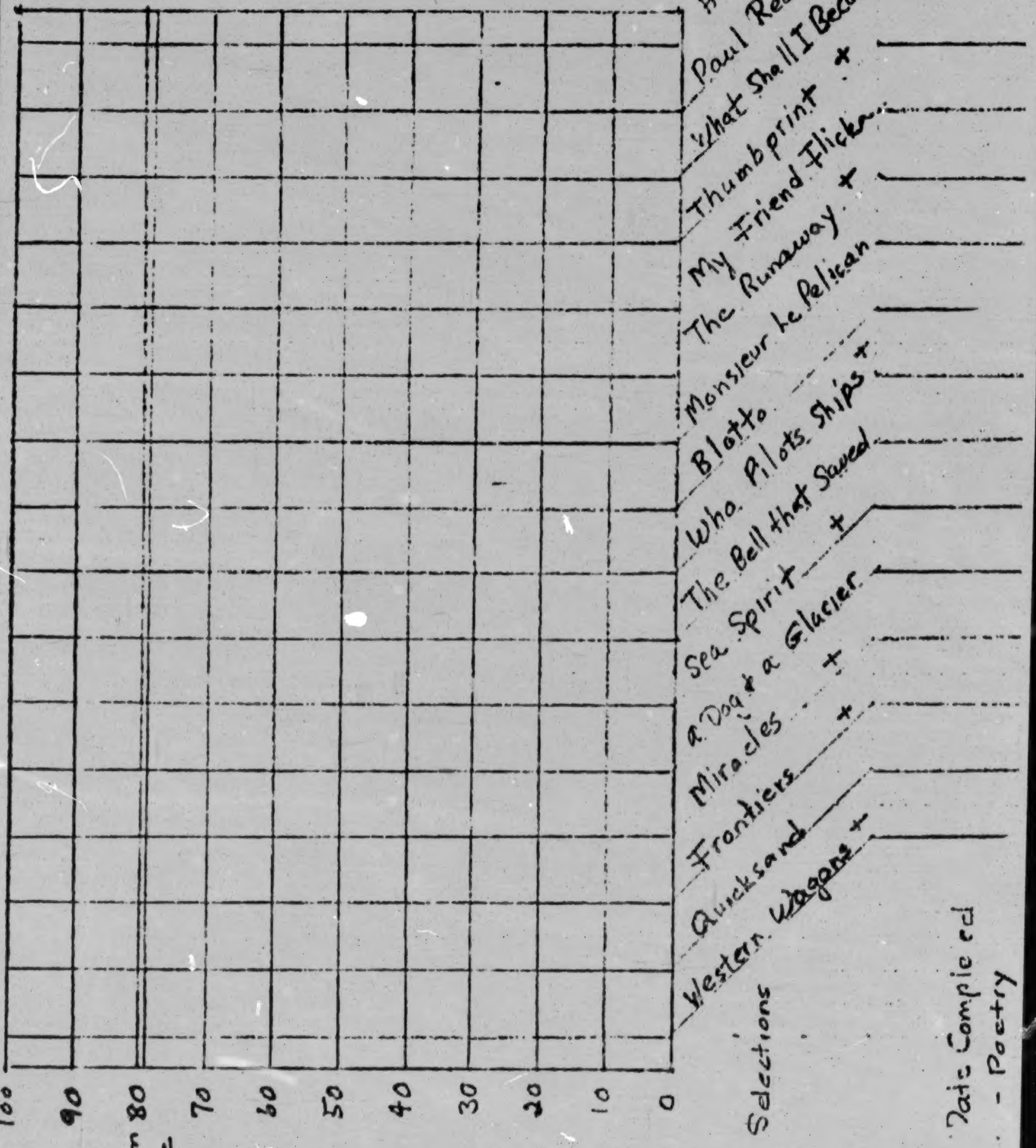


Group

Name

Reading Comprehension

Vistas - Criteria - three selections a week.



Selections

Hold Fast + x
Paul Revere
What Shall I Become
Thumbprint +
My Friend Flicka
The Runaway +
Monsieur Le Pelican
Blotto
Who Pilots Ships +
The Bell that Saved
Sea Spirit +
A Dog & a Glacier
Miracles +
Frontiers +
Quicksand
Western Wagons +

Date Completed
- Poetry

Group ______________________

Name ______________________

Reading Comprehension

Vistas - Criteria - three selections a week

Selections	100	90	80	Minimum Objective 70	60	50	40	30	20	10	0	Date Completed
Introduction												
Royal Bouquet												
Canute												
Musetta												
Time Cat												
Verses												
Strange Doings												
Tall Tales												
Words												
The Intruders												
Imagination												
What I Want to Do												
The Sky's the Limit												
Frontier Doctor												

+ - Poetry

Group ____________________

Name ____________________

Reading Comprehension
Vistas — Criteria — 3 selections a week

Selections	100	90	80	70	60	50	40	30	20	10	0	Date Completed +- Poetry
Postscript												
Radcliffe												
On Paper Wings												
Frost King												
Human Speech												
Boston												
Miracle												
Pupil and Teacher												

Minimum Objective

OPEN COURT - Level 5

Jan. 24 - 31 pp. 1 - 32

Daniel's Dear
John Henry and His Hammer
John Henry
Swing Low, Sweet Chariot
Casey Jones
The Goat That Flagged the Train
Ol' Paul The Mighty Logger
State Lore
All Face
The Yellow Ribbon

Jan. 31 - Feb. 6 pp. 34 - 47

Doctor Know-All
Master of All Masters
The Ten Farmers
It's Quite True!
The Willow-leaf Eyebrow
The Seeds and the Wheat

Feb. 7 - 15 pp. 48 - 68

Buy a Father
The Wolf and the Old Woman
Til Eulenspiegal and the Crane
Prometheus
Pandora, the First Woman

pp. 69 - 94

Adventures of Theseus
The Voyage of Odysseus
5.6 The Building of the Wall

Feb. 25 - March 1 pp. 96 - 121

A Letter by Christopher Columbus
Captured by the Mohawks
An Indian Boy's Training
The Ship
The First Dutch Doctor in America

OPEN COURT - Level 5 (cont.)

March 4 - 8 pp. 122 - 144

The Maple Moon
The Pine-Tree Shillings
The Boston Tea Party
Paul Revere's Ride
General Marion

March 11 - 15 pp. 145 - 174

I Fired the First Gun
Buffalo Bill
The Tinker and the Ghost
Escape From Prison

March 18 - 22 pp. 176 - 195

A Race with Idaho Robbers
On a Tight Rope
5.7 The Rescue at Sea

March 25 - 29 pp. 196 - 220

Robbie
Anton Van Leeuwenhoek

April 1 - 5 pp. 221 - 241

Franz Joseph Haydn
Benjamin Franklin's Autobiography
Oh! Susanna!

April 8 - 11 pp. 243 - 274

My Boyhood in Scotland
My Struggle For an Education
The Prince and the Pauper

April 15 - 19 pp. 275 -

Jo's Sacrifice
Memories of my childhood
A Narrow Escape
5.8 Tusitala, The Teller of Tales

OPEN COURT - Level 5 (cont.)

April 29 - May 3 pp. 298 - 326

Honesty
The Secret Garden
The Gray Beginnings

May 6 - 10 pp. 327 - 345

Early American Wilderness
An Iceberg
The Battle of the Ants
John James Audubon and the Migration of Birds

May 13 - 17 pp. 346 - 369

Town in the Forest
Hurry, Spring
The Little Prince

5.9

May 20 - 24 pp. 370 - 401

A Mad Tea Party
Nils Holgersson and the Wild Geese
Riddles in the Dark

May 28 - 31 pp. 402 - 425

The River Bank
My Friend Toto
The Passenger Pigeon
Poems

June 3 - 7 pp. 426 - 449

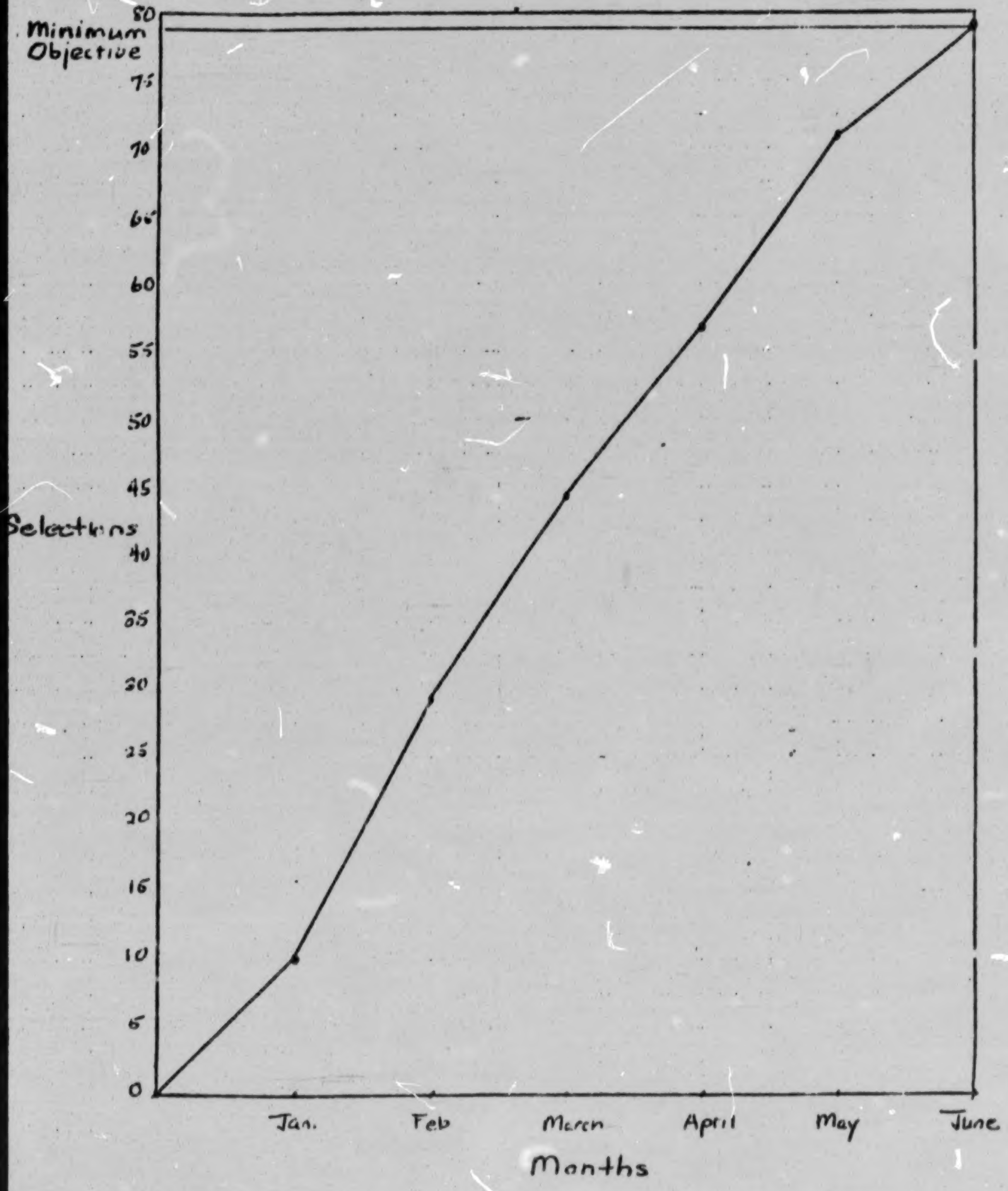
Bingo
Lassie Come Home
Americans All!

June 10 - 13 p. 450

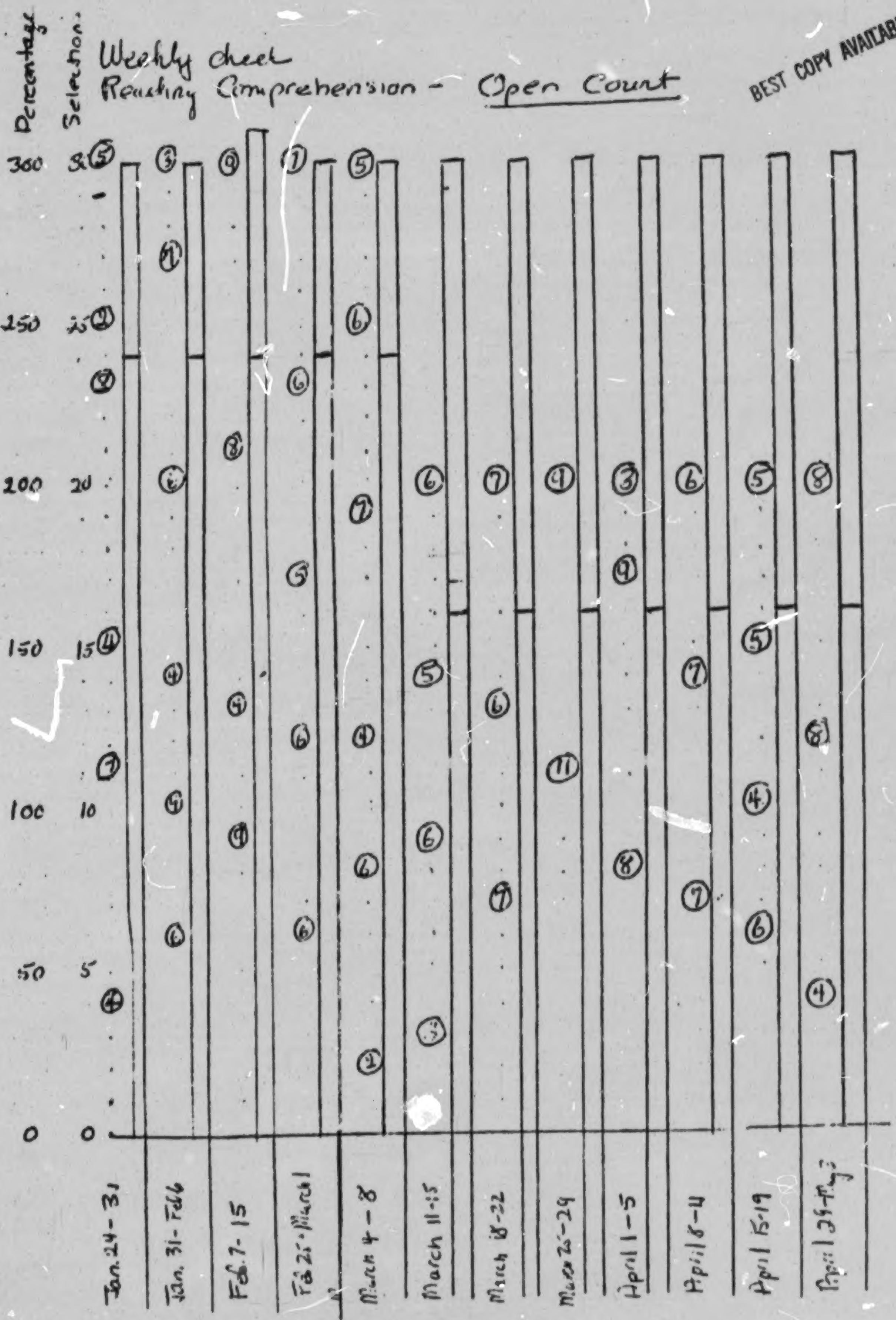
The Conquest of Mount Everest
They Pull Out to Sea
Solon, Lawgiver of Athens
The Greek Cities
The Olynpic Games

6.0

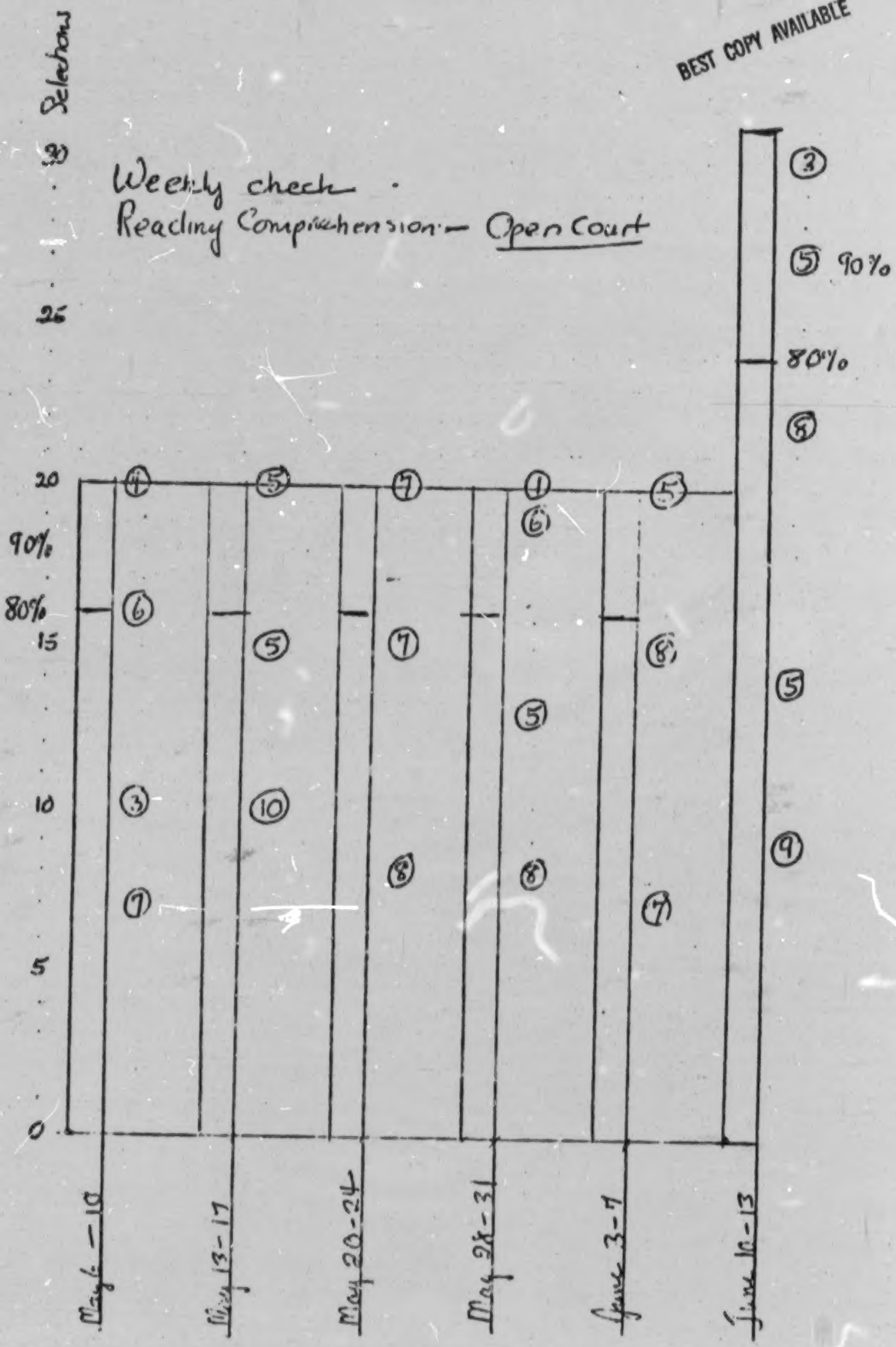
Reading Comprehension - Open Court



Weekly check
Reading Comprehension - Open Count



Weekly check.
Reading Comprehension – Open Court



READING MINIMUM OBJECTIVES FOR COMPREHENSION SKILLS - Grade 5

Given two worksheets a week on the following skills	each student will complete the assignments	with 80% accuracy.

Comprehend sentence and phrase meaning:
Pages 1, 5, 6, 7, 8, 13, 14, 17, 19, 22, 25, 30, 31, 32

Use context clues to determine appropriate meaning of words:
Pages 1, 7, 9, 11, 12, 13, 14, 18, 19, 20, 27, 28, 30, 33

Identify relationship between context and meaning of words:
Pages 1, 5, 8, 10, 11, 12, 14, 16, 17, 18, 30

Form and react to sensory images:
Pages 2, 10, 14, 23, 24, 25

Identify elements of style
Pages 2, 23, 24, 25, 26

Identify another's purposes:
Pages 2, 23, 24, 25, 26

Describe emotional reactions of story character:
Pages 3, 29

Recognize connotations and denotations of words:
Pages 3, 18, 28, 112

Identify printed words by using clues to vowel sounds:
Page 4

Select appropriate derived forms:
Pages 6, 12, 31

Understand that a root word retains one of its meanings in a derived form
Pages 6, 7, 12, 13, 19, 20, 22, 31

Compare and contrast
Page 10

Identify and react to mood of a poem or story:
Pages 10, 11, 15, 23

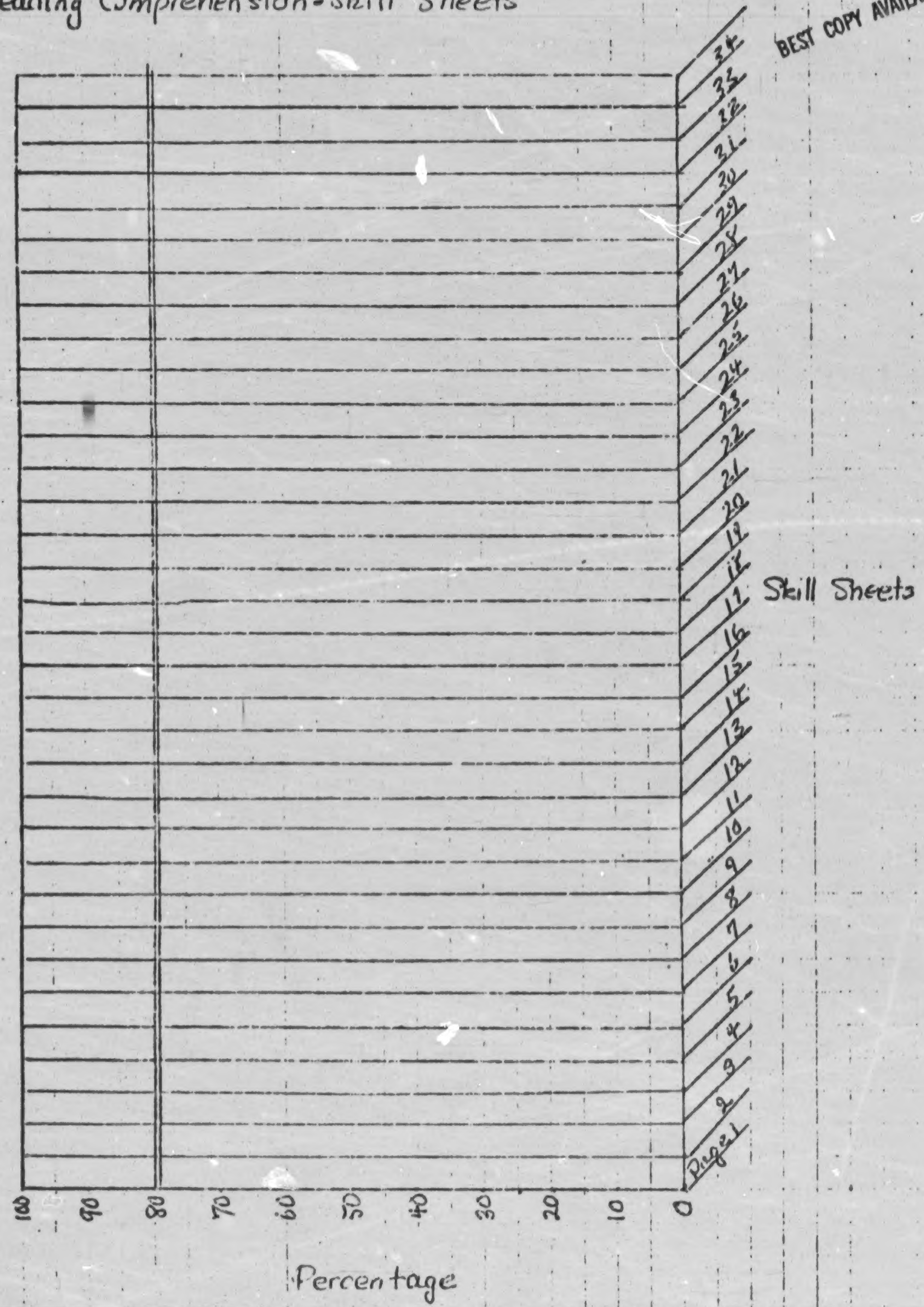
Evaluate elements of style:
Page 10

Make inferences
Page 10, 32

Describe main idea
Pages 10, 32

Make judgements
Pages 23, 24, 25, 26, 34

Reading Comprehension-Skill Sheets



MINIMUM OBJECTIVES FOR WORD RECOGNITION - Grade 5

Given a list of weekly vocabulary words	each student will correctly pronounce each word	with 80-100% accuracy from September through December and 90-100% accuracy from January through June.
Given a cumulative list of the monthly vocabulary words	at the end of each month each student will correctly pronounce each word	with 80-100% accuracy from September through December and 90-100% accuracy from January through June.

MINIMUM OBJECTIVES FOR READING FOR CONCEPTS - Book F

Given *Reading for Concepts, Book F*	each student will read and answer 9 comprehension questions	for 8 stories each month from Sept. thru May, and 7 stories in June with at least 78% accuracy.

Your Reading Scores

Concept I

Question	fact 1	vocabulary 2	modification 3	inference 4	fact 5	confirming content 6	main idea 7	cause and effect 8	inference 9	Total for Page
Page 15										
17										
19										
21										
23										
25										
27										
29										
31										
33										
35										
37										
39										
41										
43										
45										
47										
49										
Totals by question										

Reading Scores

Concept II

Question	fact 1	vocabulary 2	modification 3	inference 4	fact 5	confirming content 6	main idea 7	cause and effect 8	inference 9	Total for Page
Page 55										
57										
59										
61										
63										
65										
67										
69										
71										
73										
75										
77										
79										
81										
83										
85										
87										
89										
Totals by question										

Your Reading Scores

Concept III

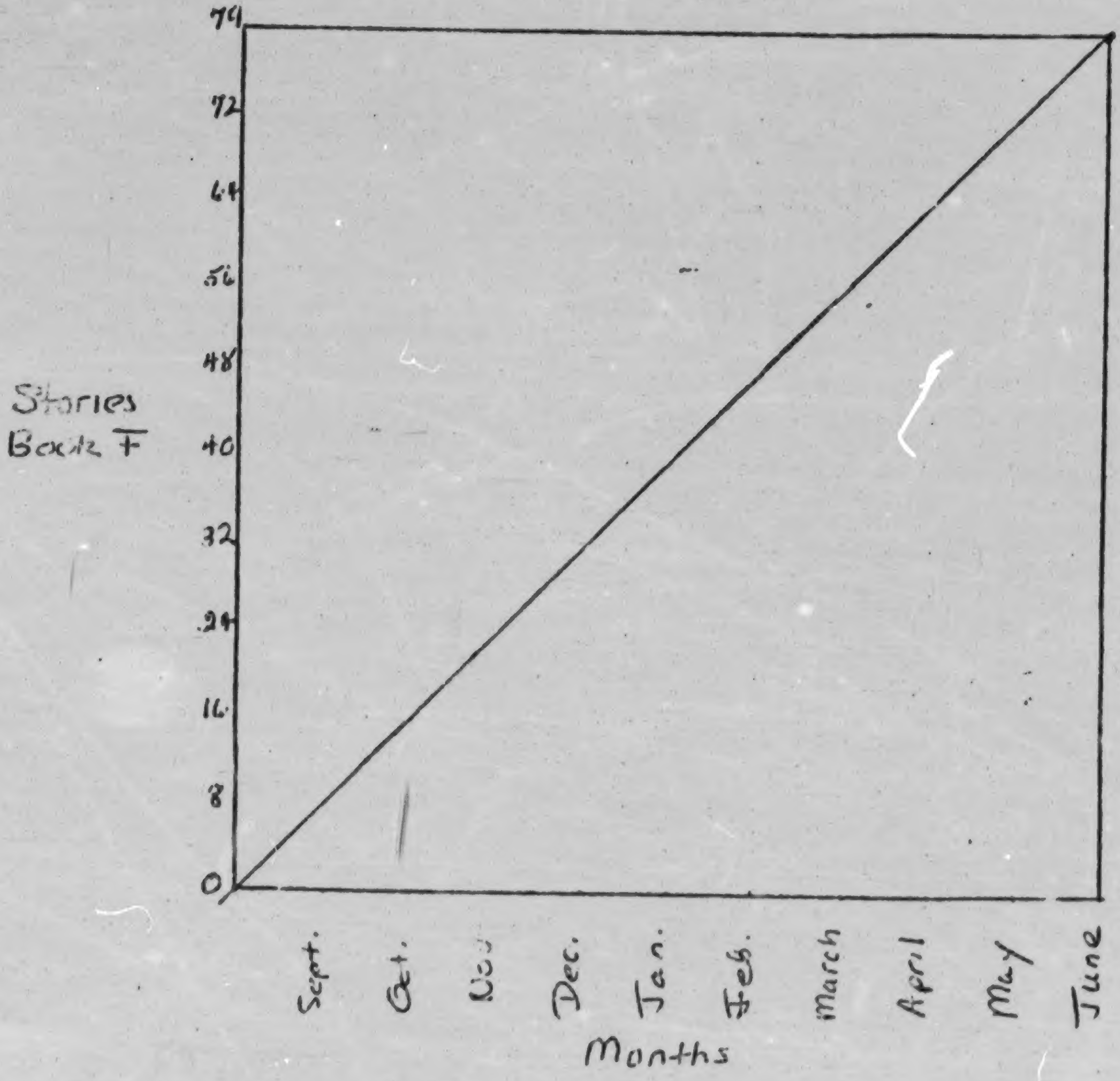
Question	fact 1	vocabulary 2	modification 3	inference 4	fact 5	confirming content 6	main idea 7	cause and effect 8	inference 9	Total for Page
Page 95										
97										
99										
101										
103										
105										
107										
109										
111										
113										
119										
121										
123										
125										
127										
129										
131										
133										
Totals by question										

Your Reading Scores

Concept IV

Question	fact 1	vocabulary 2	modification 3	inference 4	fact 5	confirming content 6	main idea 7	cause and effect 8	inference 9	Total for Page
Page 139										
141										
143										
145										
147										
149										
151										
153										
155										
157										
163										
165										
167										
169										
171										
173										
175										
177										
Totals by question										

Reading Comprehension - Reading for Concepts



OPEN COURT - LEVEL 6

UNIT 1 -	Sept 5-14	pp. 1-28		
UNIT 2 -	Sept. 17-21	pp. 29-67		
Unit 3 -	Sept. 24-28	pp. 66-93	Sept. 27	6.2
Unit 4 -	Oct. 1-5	pp. 94-113		
Unit 5 -	Oct. 8-16	pp. 114-140		
Unit 6 -	Oct. 17-24	pp. 141-172	Oct. 26	6.4
Unit 7 -	Oct. 25-31	pp. 173-200		
Unit 8 -	Nov 1-7	pp. 201-230		
Unit 9 -	Nov. 8-14	pp. 231-260		
Unit 10 -	Nov. 15-20	pp. 261-290	Nov. 20	6.6
Unit 11 -	Nov. 26-30	pp. 291-318		
Unit 12 -	Dec. 3-7	pp. 319-351		
Unit 13 -	Dec. 10-14	pp. 352-381		
Unit 14 -	Dec. 17-21	pp. 382-406	Dec. 19	6.8
Unit 15 -	Jan 3- 9	pp. 407-433		
Unit 16 -	Jan 10-16	pp. 434-460		
Unit 17 -	Jan. 17-23	pp. 460-498	Jan. 23	7.0

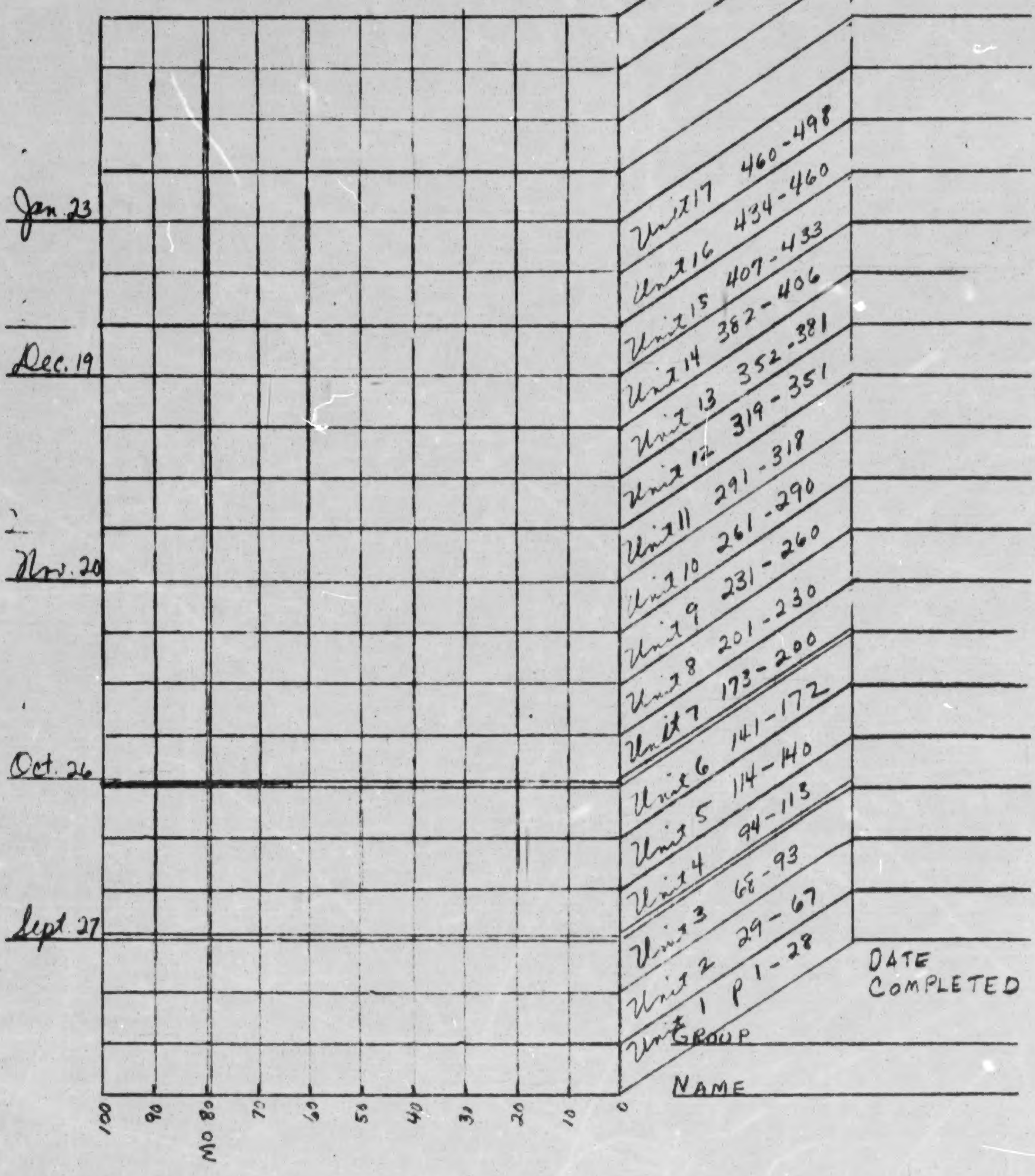
LIPPINCOTT 7

UNITS		UNITS	
1-2	7.1	11-12	7.6
3-4	7.2	13-14	7.7
5-6	7.3	15-16	7.8
7-8	7.4	17-18	7.9
9-10	7.5	19-20	8.0

READING COMPREHENSION

OPEN COURT - LEVEL 6

One UNIT PER WEEK



MINIMUM OBJECTIVES FOR SPEAKING SKILLS - Grade 5

1. Upon completion of a research paper for social studies or science each student will plan and give at least six speeches throughout the year varying in length from one minute to four minutes according to the following schedule:

Sept., Nov. - one minute
Jan. - two minutes
March, May - three minutes
June - four minutes

2. Given a small reading group each student will plan and participate in four dramatizations throughout the year during the following months: October, December, March, June.

3. Given small informal groups in social studies, and science each student will participate in oral discussions using complete sentences at least twice a day. Data will be recorded four times a year in Nov., Feb., April and June.

MINIMUM OBJECTIVES FOR LISTENING SKILLS - Grade 5

Following a class lesson in social studies or science, a filmstrip, or a movie each student will complete ten questions monthly on the activity with 80% accuracy using the following criteria:

Two points will be awarded for each correct response in the following categories:

Question 1: State the main idea

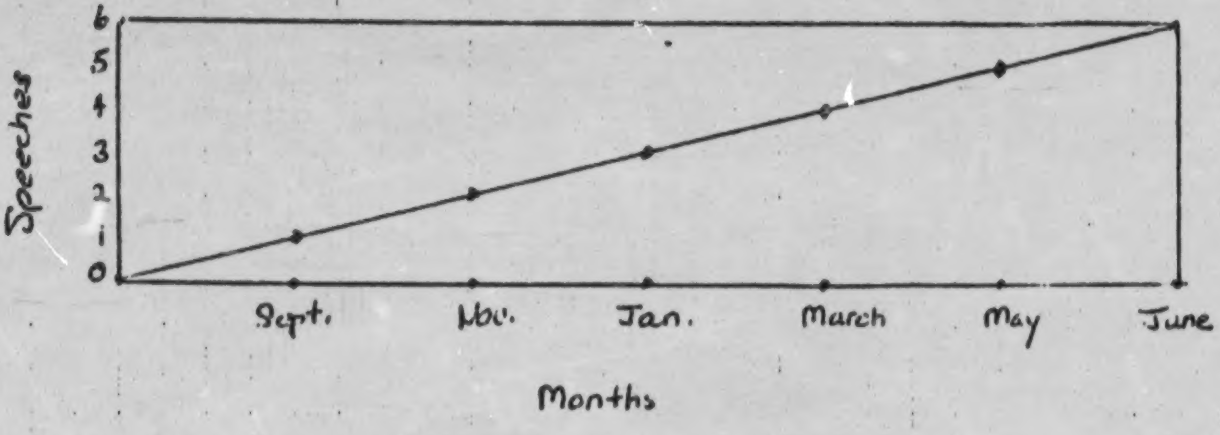
Question 2: Recall facts or specific details

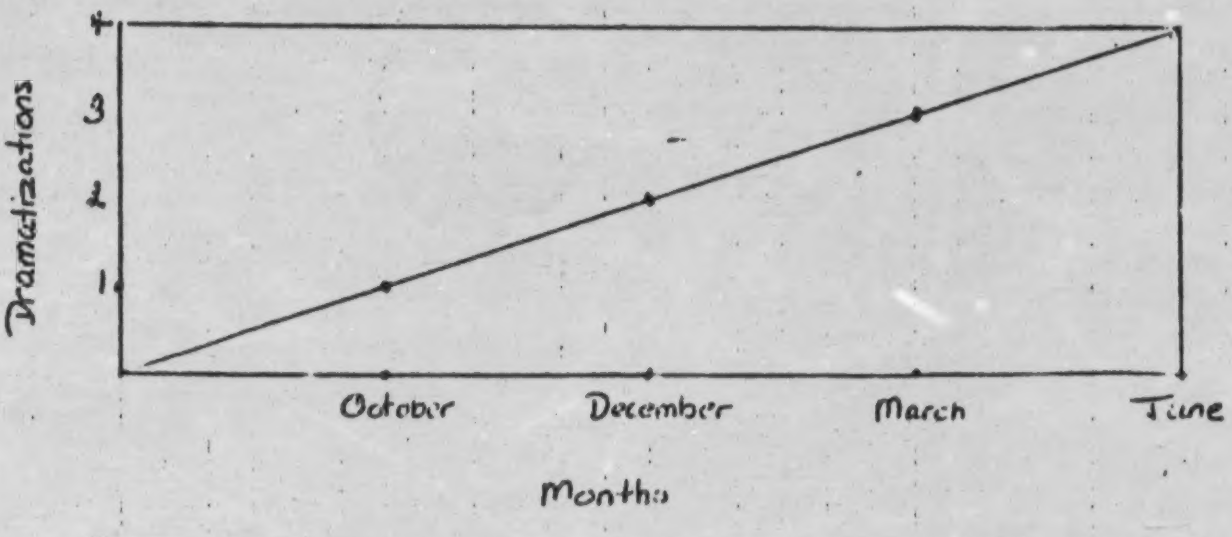
Question 3: Sequence or categorize

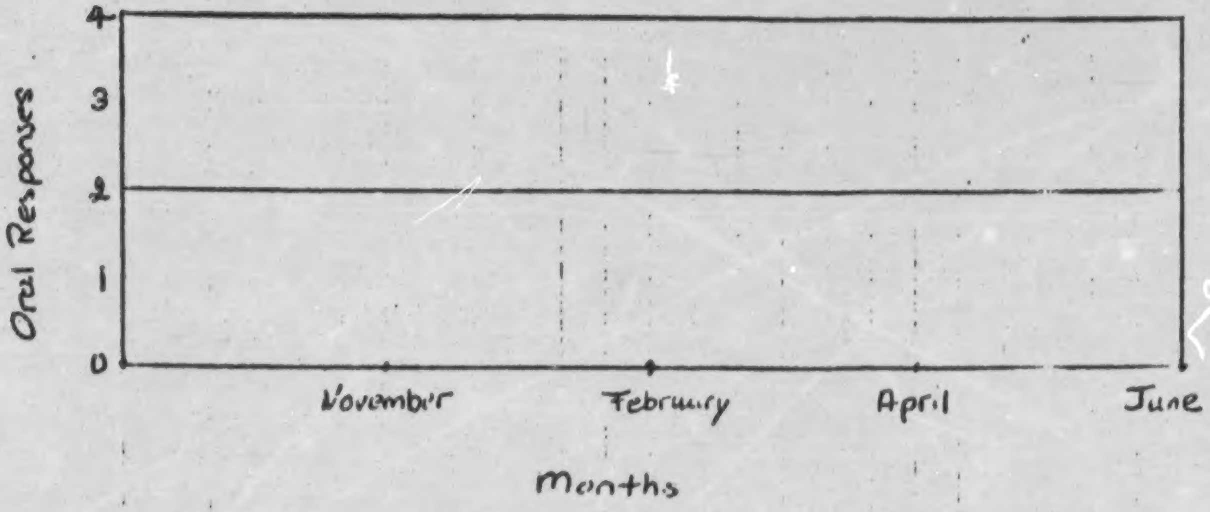
Question 4: Make comparisons

Question 5: State opinions

Speaking Skills







MINIMUM OBJECTIVES FOR WRITING SKILLS - Grade 5

1. Given a pretest in September dealing with complete sentences, statements or declarative sentences, interrogative sentences, imperative sentences, and correct punctuation at the beginning and end of each sentence,	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the September pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
2. Given a pretest in October dealing with subjects, predicates, and verbs	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the October pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
3. Given a pretest in November dealing with nouns, noun signals, and plurals	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the November pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.

4. Given a post test in December dealing with possessive nouns, pronouns, possesive pronouns	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the December pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
5. Given a pretest in January dealing with capitalization, punctuation, adjectives, and adverbs	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the January pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
6. Given a pretest in February dealing with writing letters and paragraphs	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the February pretest	the student will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.

7. Given a pretest in March dealing with writing poetry	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the March pretest	the student will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
8. Given a pretest in April dealing with prefixes, suffixes, homonyms, synonyms, and antonyms	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the April pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
9. Given a pretest in May on writing and stories	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the May pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.
10. Given a pretest in June on telling stories	each student will complete the test	with 80% accuracy.
a. Given a score of less than 80% accuracy on the June pretest	the child will complete remedial worksheets for the deficit areas	with 80% accuracy.
b. Given a post test following successful completion of remedial work	the student will complete the test	with 80% accuracy.

MINIMUM OBJECTIVES FOR LIBRARY SKILLS - Grade 5

Given ten library books, five newspaper articles and five magazine articles of his own choosing, each student will read the selections throughout the year followed by teacher conferences using the following criteria:

1. A brief synopsis will be written on a 3 x 5 index card.
2. Index cards will follow a prescribed format including author's name, selection, publishing company, volume, date and page.
3. An oral conference will be held with the teacher without the use of the index card.

MINIMUM OBJECTIVES - 6TH GRADE

Marybeth Pree
Judith LaForge
and
Helen Cloutier

READING COMPREHENSION SKILLS MINIMUM OBJECTIVES - Grade Six

Given the SRA Comprehensive Series, Level L,	the student will read a selection and (a) write an essay pertaining to the selection	of at least 25-50 words
	and for at least 3 of the monthly selections (b) answer at least 5 comprehension questions for each selection	with at least 80% accuracy

The student will complete assignments according to the following schedule:

September

1. South of Sahara with Geraldine Sara
2. The flying Clubhouse
3. Dictionary Advertisement and Cosmetic Advertisement
4. The Greatest Hyperbole in the History of the Universe
5. Riding Cannon-Back Through History

October

6. Red Squirrel, Woodchuck, Bluejay
7. Stones From the Sky
8. An Eighteenth-Century View
9. The First Sunny Day
10. On Guard

November

11. Guns at Dawn
12. The Railroad That Had No Tracks
13. Incident at Shiloh
14. How I Met Abraham Lincoln
15. The Seven Wonders of the Ancient World

December

16. Usual As Grass
17. Rockhounds
18. Station Four

January

19. Perfume Advertisement
20. Stones with Handles
21. The January Thaw
22. The Tower of Babel

February

23. Edge Man
24. All Other Torches
25. Institutional Advertisement
26. On the Glacier with Stickeen

March

27. Ipswich Bar
28. He Talks with Animals
29. The Flowers of Fortune
30. How the Merchant, Ling Li, Found That Which He Sought
31. The Immigrants Who Came The Other Way

April

32. Appointment
33. A Gay Dog in Paris
34. There Ought To Be A Law
35. Settling Arguments: Then And Now
36. Dog Bites Boy

May

37. The Dog That Bit People
38. Beyond Gold
39. Please Do Not Disturb
40. Bibliomania
41. The Erl King

June

42. Swords Into Plowshares
43. The Case of the Tilted Question Mark
44. The Salisbury Clock
45. Dissimulation
46. Melisande, or Long and Short Division

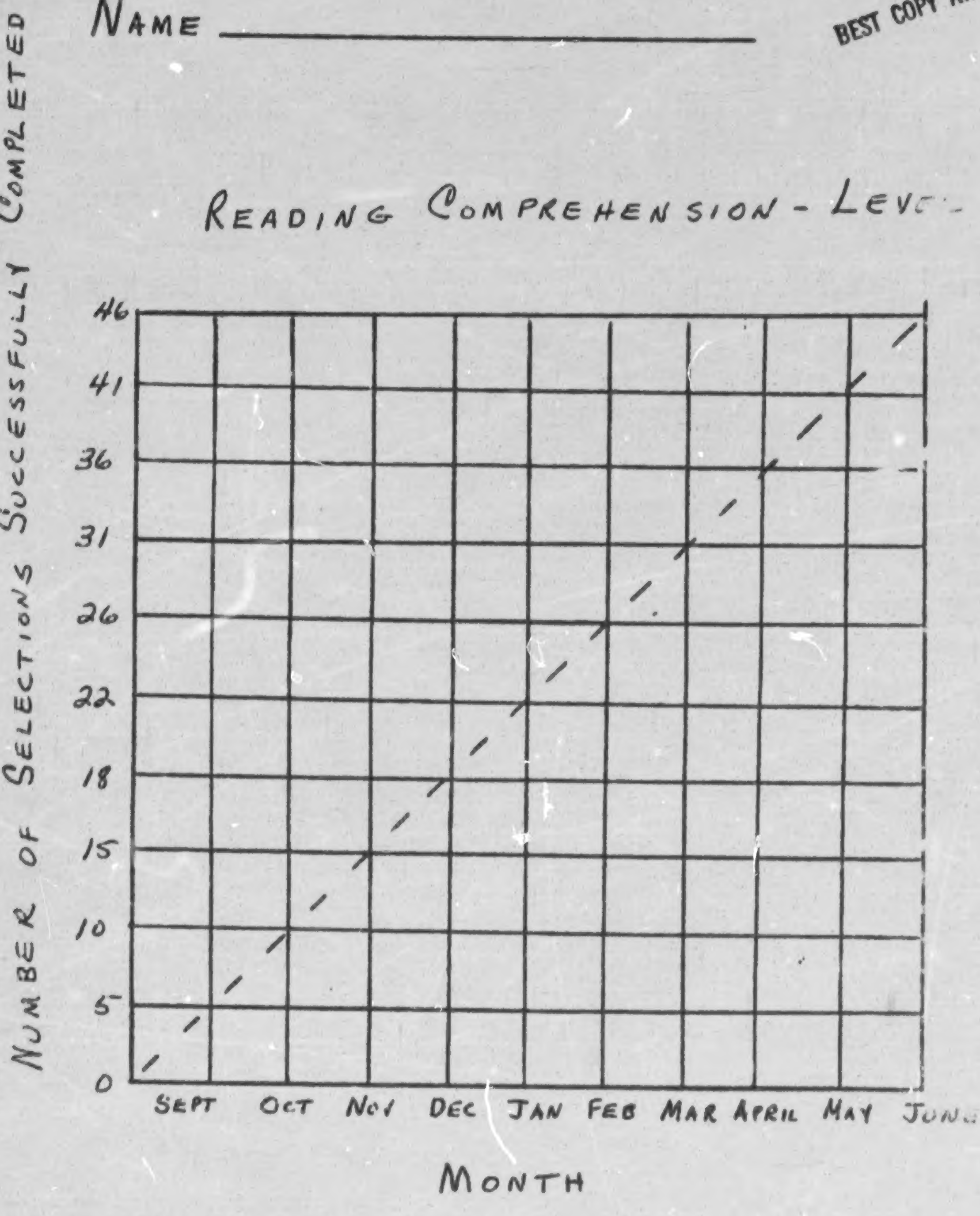
READING COMPREHENSION NAME ____________________

SRA LEVEL L

DATE	STORY #	TITLE	% VOCAB.	% COMP.	ESS

NAME ____________________

READING COMPREHENSION - LEVE



Given the text, Our Country, Open Court 2_2, and 12 work units	the student will read the text and complete the units	with 80% accuracy in comprehension at the rate of 2. units per 18 day period.

Unit 1
2 - 2.6

3
4
5 - 2.7

6
7 - 2.8

8
9   2.9
-
10
11 - 3.0

OPEN COURT 2
OUR COUNTRY

NAME

DATE	UNIT #	% COMP.	% VOCAB.	%
	1			
	* 2			
	3			
	4			
	* 5			
	6			
	* 7			
	8			
	* 9			
	10			
	* 11			

Given the text, A Trip Around the World, Open Court 3, and 18 work units	the student will read the text and complete the units	with 80% accuracy i comprehension quest at the rate below:

Unit 1 - Europe
2 - The British Isles
3 - France

4 - Germany
5 - Soviet Union
6 - Greece

7 - Italy
8 - Africa
9 - Asia

10 - India
11 - China
12 - Australia
13 - Antartica
14 - South America

15 - North America
16 - Mexico
17 - Canada
18 - The Melting Pot
For Readers Brave and Bold

Given the text, What Joy Awaits You, Open Court 4, and a weekly unit	the student will answer the comprehension questions, define the vocabulary words and answer one essay question	using complet sentences and answering the questions wi 80% accuracy.
Given a weekly vocabulary and spelling test taken from the weekly unit's vocabulary words	the student will spell and define the words	with 80% accu

OPEN COURT 3²

A TRIP AROUND THE WOR

NAME

DATE	UNIT	% VOCAB.	% SPELL.	% COMP.	E
	I EUROPE				
	II THE BRITISH ISLES				
	III FRANCE *				
	IV GERMANY				
	V SOVIET UNION				
	VI GREECE *				
	VII ITALY				
	VIII AFRICA				
	IX ASIA *				
	X INDIA				
	XI CHINA				
	XII AUSTRALIA				
	XIII ANTARCTICA				
	XIV SOUTH AMERICA *				
	XV NORTH AMERICA				
	XVI MEXICO				
	XVII CANADA				
	XVIII THE MELTING POT FOR READER BRAVE *				

OPEN COURT 4

WHAT JOY AWAITS YOU

NAME

DATE	SELECTION UNIT OR PAGES	% SPELLING	% VOCAB	% COMP.	ESSAY	EX CRE
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					

OPEN COURT 5^2

BUT LIFE IS CALLING

NAME

DATE	TITLE, LESSON OR PAGES	% COMP.	% VOCAB.	% SPELL.	ESSAY	EX CR
	1					
	2					
	3					
	* 4					
	5					
	6					
	* 7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	* 16					
	17					
	18					
	19					
	* 20					
	21					
	22					
	23					
	24					
	* 25					

VOCABULARY SKILLS MINIMUM OBJECTIVES - Grade 6

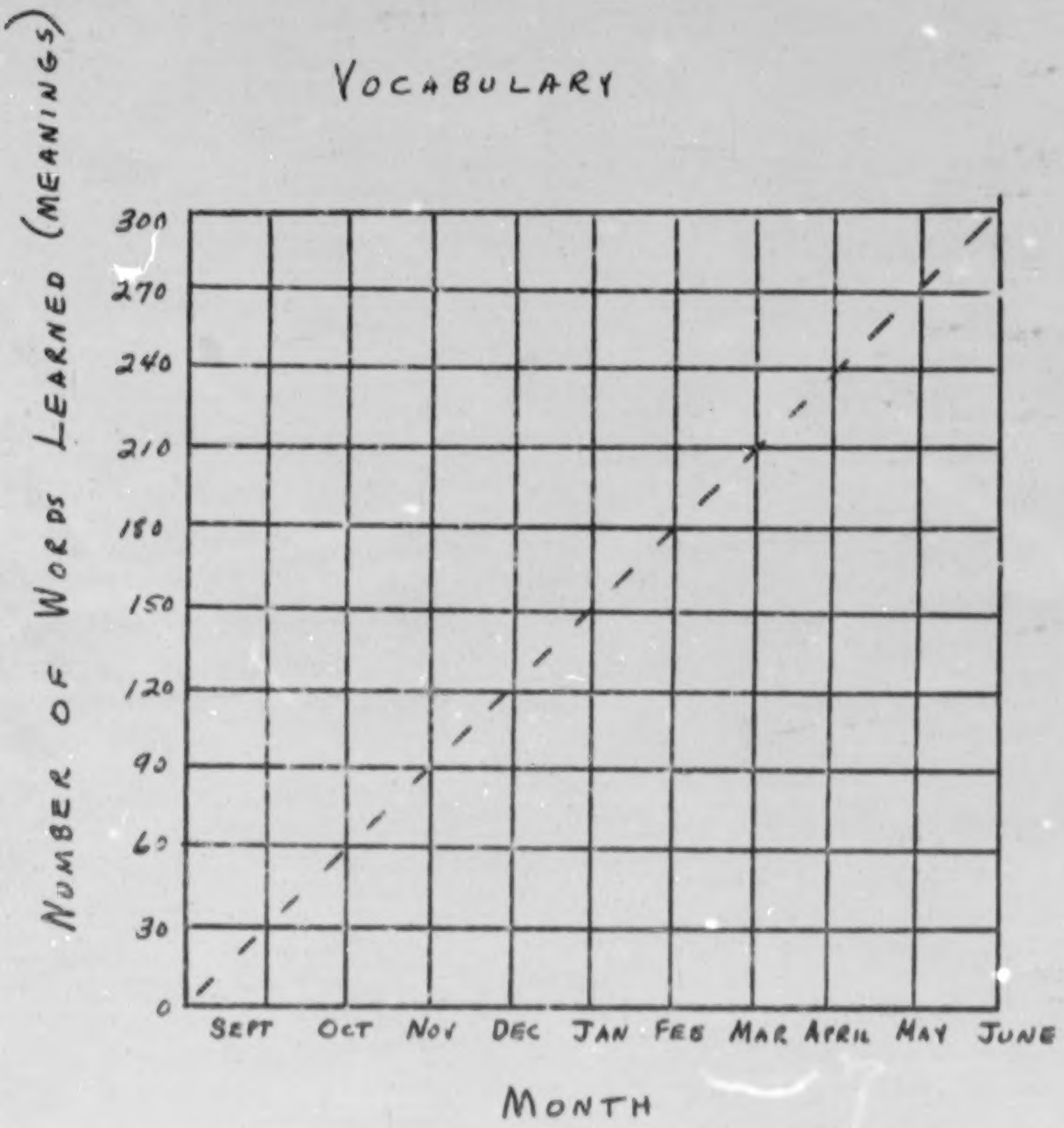
1. Given a list of words taken from language arts, social studies and science curriculum areas	the student will demonstrate comprehension of at least 30 words per month	by using them correctly in appropriate sentences as judged by the teacher.
2. Given a word list	the student will write	the word and the appropriate definition.
3. Given a group discussion	the student will participate at least once	by using one or more of the above words correctly in one or more sentences.
4. Given a quiz	the student will match the definitions in Column B with the words in Column A	with 90% accuracy.

NAME: ______________________

WORD COMPREHENSION VOCABULARY

DATE	# LEARNED WORDS	DATE	# LEARNED WORDS	DATE	# LEARNED WORDS	DATE	# LEARNED WORDS

NAME ______________________________


VOCABULARY
NUMBER OF WORDS LEARNED (MEANINGS)
300
270
240
210
180
150
120
90
60
30
0
SEPT
OCT
NOV
DEC
JAN
FEB
MAR
APRIL
MAY
JUNE
MONTH

SPELLING MINIMUM OBJECTIVES - Grade Six

1. Given a list of words taken from language arts, social studies and science curriculum areas	the student will spell	at least 30 dictated words correctly per month.
2. Given three choices per word	the student will circle	at least 30 correctly spelled words per month a. first with a model of the correctly spelled word next to the three choices, b. second, without a model of the correctly spelled word.

SPEAKING SKILLS MINIMUM OBJECTIVES - Grade Six

1. Given a group with 10 or more students	each student will give a speech	five times during the year in accordance with the following schedule:

	Length of Speech
September	--2 minutes
November	--3 minutes
January	--4 minutes
March	--5 minutes
May	--6 minutes

2. Given a classroom setting	each student will participate in a group dramatization of at least three students	at least 5 times throughout the year. Each child will participate in one skit during the following months: October, December, February, April, June.

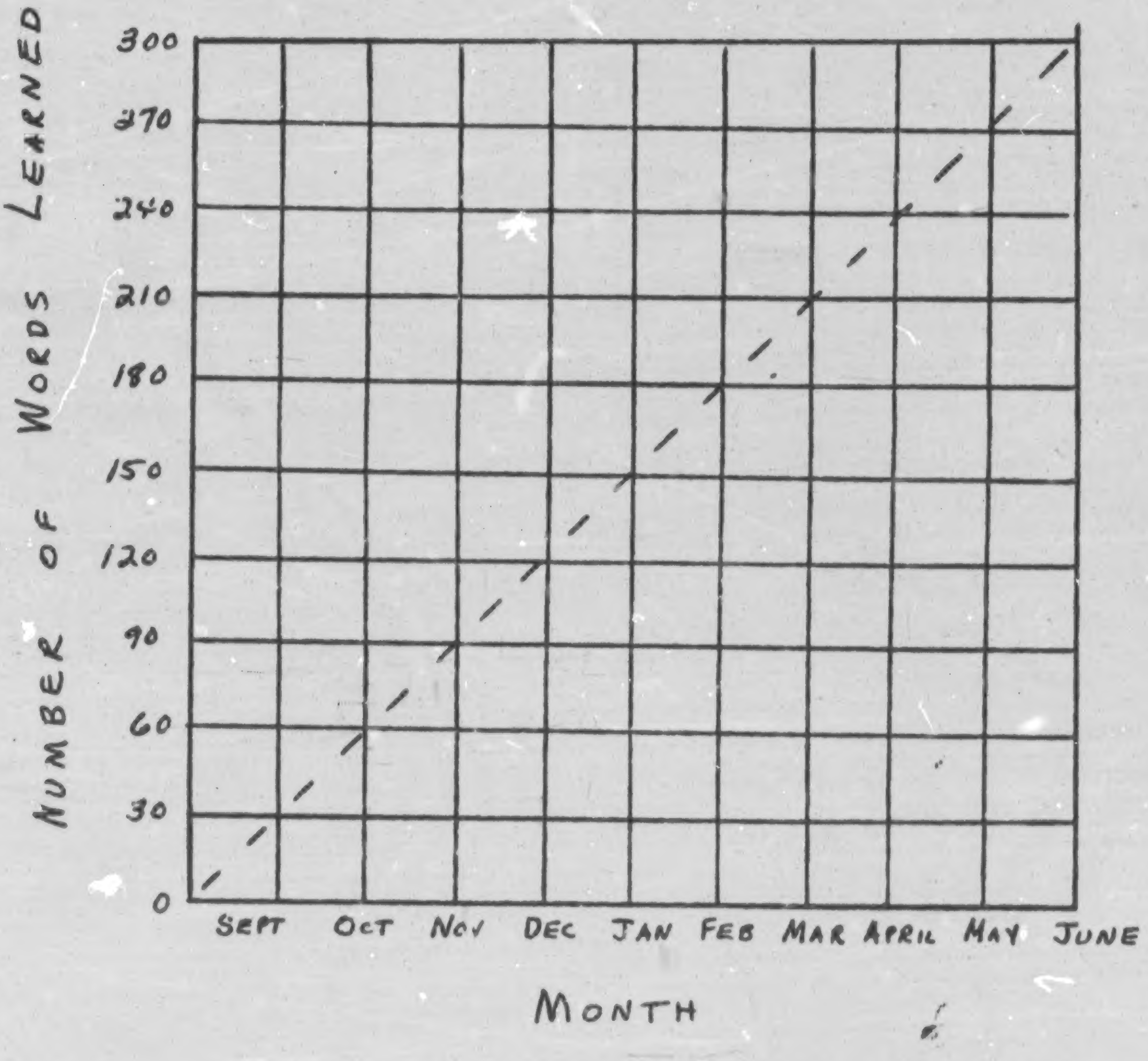
NAME ______________________________

SPELLING

DATE	# WORDS CORRECT	DATE	# WORDS CORRECT	DATE	# WORDS CORRECT	DATE	# WORDS CORRECT

NAME ______________________________

SPELLING



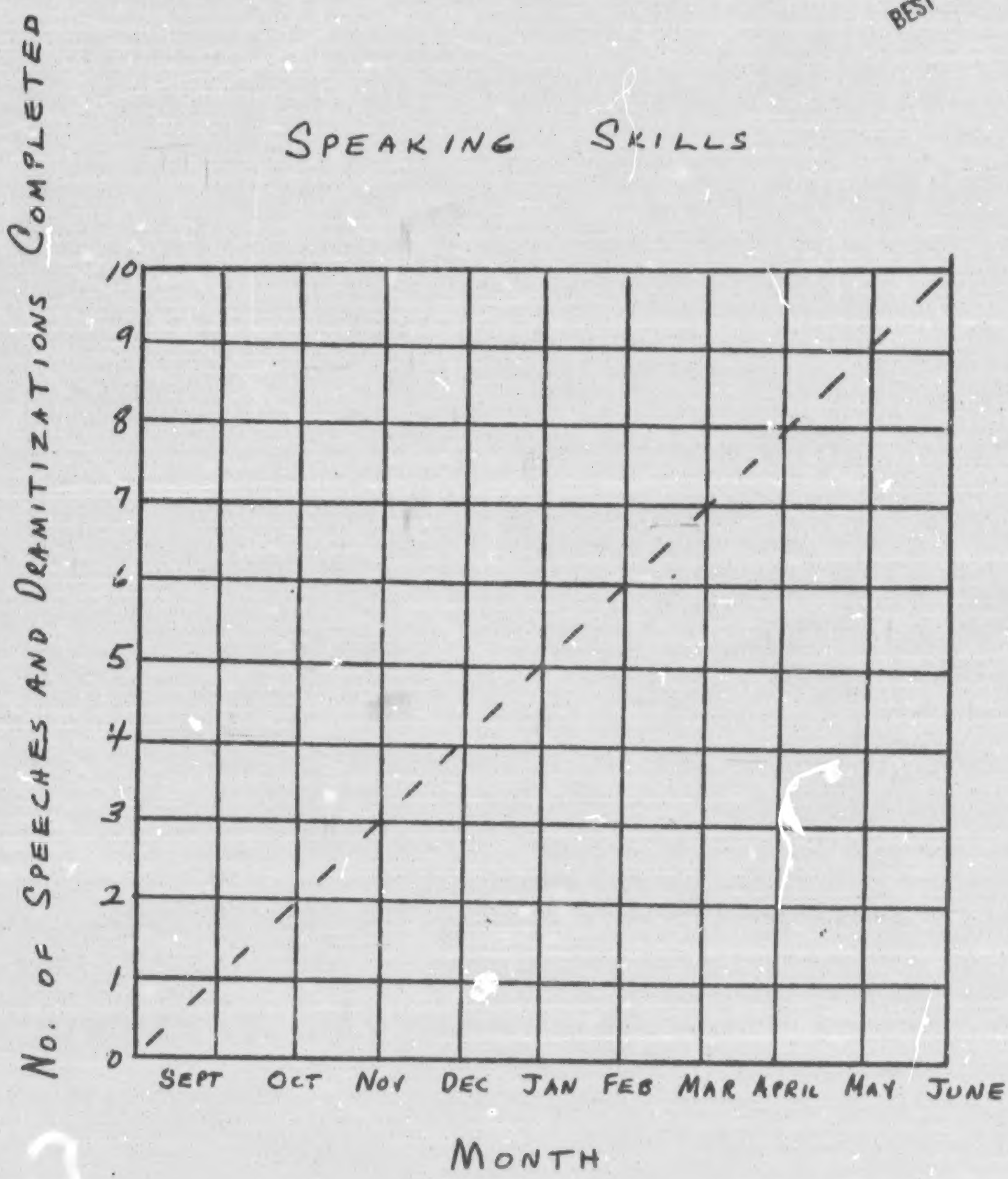
SPEAKING [illegible]

NAME ____________________

DATE	LENGTH	TYPE	TEACHER'S COMMENTS

NAME ______________________

SPEAKING SKILLS



WRITING SKILLS MINIMUM OBJECTIVES - Grade Six

Given directions by the teacher and the *Writers Lab Notebook* the student will write a series of seven stories each to be at least 100 words in length, according to the following criteria:

Story Number I

1. The student will choose a story idea that will make the reader anxious to read the paper according to the judgment of the teacher.

2. The student will start the story with an event or idea that will make the reader wonder what happens next according to the judgment of the teacher.

3. The student will include only the ideas and events that are important and necessary to the story.

4. The student will start a new paragraph each time one of the main events or ideas is introduced.

5. The student will proofread his partner's story so that no words will be omitted from a sentence.

Story Number II

1. The student will tell about the setting of the story by describing where the story took place.

2. The student will describe the people and things in the story with at least eight exact naming words.

3. The student will write at least five examples in which he tells about sizes, shapes and colors in describing the people, places and things in his story.

4. The student will proofread his story so that no words will be omitted from a sentence.

Story Number III

1. The student will use at least six exact descriptive words that describe the use of any or all of the five physical senses in the story.

2. The student will group the describing words so that they make sense and he will use no more than two or three in a row.

3. The student will use at least three fresh, original figures of speech.

4. The student will proofread his story so that no words will be omitted from a sentence.

Story Number IV

1. The student will describe how the main character was dressed and what he looked like.

2. The student will write down at least four actions of the main character that show what kind of a person he was.

3. The student will keep the same point of view throughout the story.

4. The student will proofread his story so that no words will be omitted from a sentence.

Story Number V

1. The student will show the characters, age, moods, and personalities by writing down the names of the characters and using at least five action words that describe age, mood or personality.

2. The student will let the characters speak for themselves by using dialogue.

3. The student will follow all of these rules for writing dialogue:
   a. Begin a new paragraph each time a new person speaks.
   b. Put quotation marks around what each character says.
   c. Put a comma, question mark, or exclamation mark before the tag line (inside the quotation marks) if the tag line follows the character's words.
   d. Add tag lines often enough so that the reader will always know who is speaking.

4. The student will proofread his story so that no words will be omitted from a sentence.

Story Number VI

1. The student will write an introduction which tells about the main character, the setting, and the problem.

2. The student will choose an event that is the climax of the story and build it into the story in a logical manner according to the judgment of the teacher.

3. The student will write a brief conclusion after the climax of the story.

4. The student will give reasons for all of the actions in the story and show how one event causes another.

Story Number VI, cont.

5. The student will show the main character's feelings by describing how he looked, spoke, thought and behaved at least three times.

6. The student will proofread his story so that no words will be omitted from a sentence.

Story Number VII

1. The student will use a variety of sentence types when it seems natural to do so according to the judgment of the teacher.

2. The student will write sentences of different lengths and sentences with different beginnings at least five times each.

3. The student will write sentences that make good sense and say exactly what he means according to the judgment of the teacher.

4. The student will put the correct punctuation at the ends of all sentences.

5. The student will proofread his story so that no words will be omitted from a sentence.

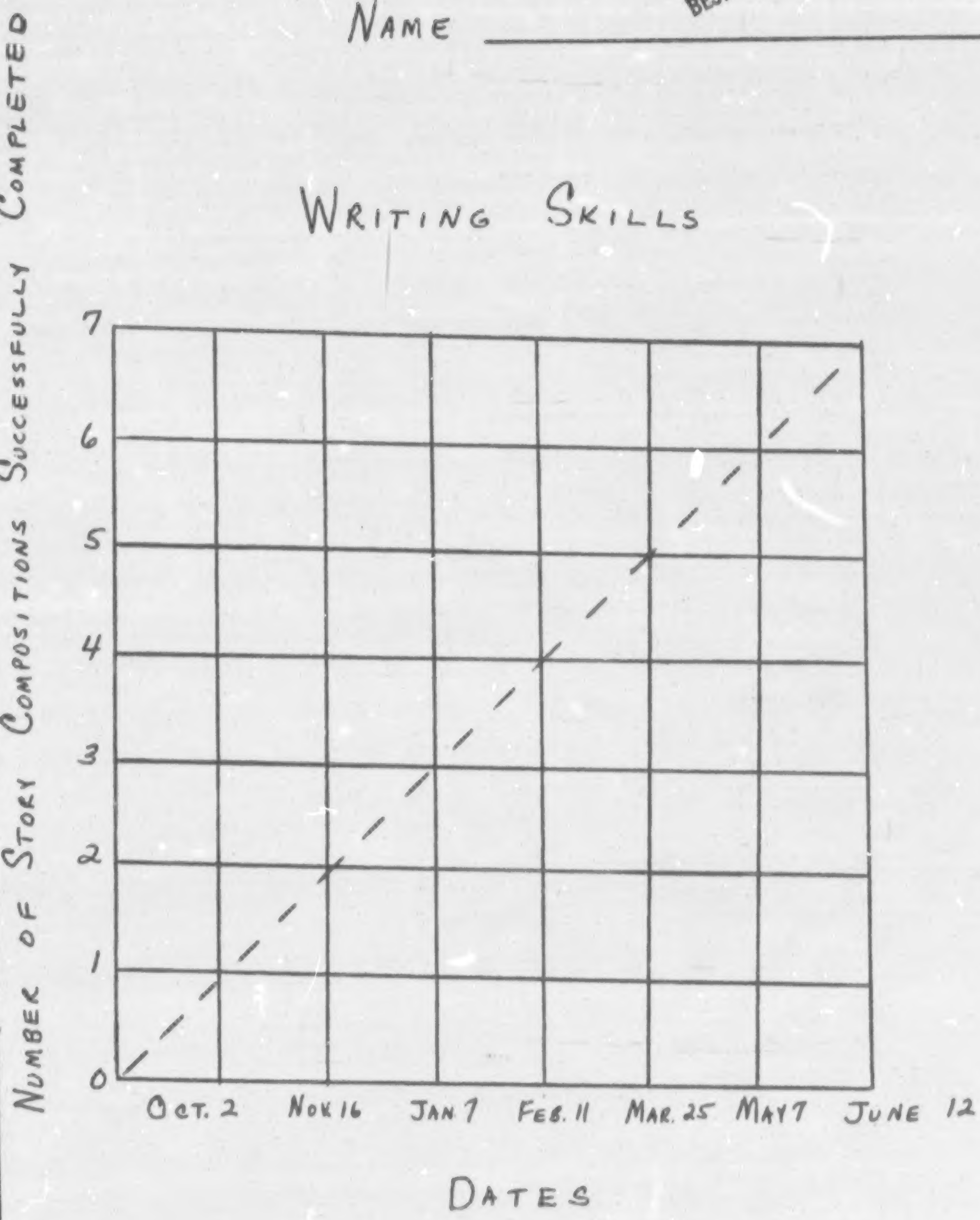
NAME ____________________

WRITING SKILLS

DATE	OBJECTIVE	SATISFACTORY	UNSATISFACTORY	COMMENTS

NAME ________________________________

WRITING SKILLS



LISTENING SKILLS MINIMUM OBJECTIVES - Grade Six

Given a listening experience such as records, tapes, lecture or oral reports	the student will listen and will answer in writing multiple choice questions	with 80% accuracy

The questions will deal with comprehension of facts, vocabulary, inferences and main ideas. The listening experiences presented and questions asked will increase in difficulty from a 6.0 grade level to a 7.0 grade level.

Sample Listening Test 6.0 Level

Astronomers do not always agree with each other. One thing on which they cannot agree is the origin of the universe. The universe includes millions of galaxies. Each galaxy is made up of billions of stars. Our earth, moon, and sun are part of the same galaxy. We call this galaxy the Milky Way.

No one can tell us exactly how the universe came into being. Astronomers can only give us their theories on the way it began. Guesses based upon serious research and study are called theories.

One such theory is known as the "big bang" theory. It claims that all matter in the universe was made simultaneously as a result of a giant explosion about 10 billion years ago. They say that no new matter has been created since the time when the galaxies were formed.

Other astronomers do not accept the big bang theory. Their idea is called the "steady state" theory. These astronomers believe there was no sudden beginning to the universe just as there will be no sudden end. They say matter has always been created at a constant rate and will go on being created forever. Other people have still other theories, but there is as yet no way of proving or disproving any of them.

Through the use of their instruments, scientists have learned that the galaxies are moving away from each other. Scientists may not be able to agree with each other on how the universe began. But they do agree that the universe is growing. They also admit men have much to learn before they can solve the puzzle of the universe.

Questions

1. Scientists agree that the universe

   a. is growing
   b. is getting smaller
   c. is not important
   d. has too many stars

2. While it is not directly stated, the article suggests that

    a. the universe should come to an end at once.
    b. the universe has too many galaxies in it.
    c. scientists need instruments in their work.

3. We call our own galaxy

    a. the Milky Way
    b. the only star
    c. a giant bang

4. On the whole, the article tells about

    a. a good way to prove scientific theories.
    b. theories about the origin of the universe.
    c. forcing scientists to agree with each other.

5. Which statement does the article lead you to believe?

    a. The universe may puzzle men for a long time.
    b. No one wants to know how the universe began.
    c. The universe can never puzzle the astronomers.

6. Why can astronomers only give us their theories?

    a. They don't want people to know the truth.
    b. They can't tell exactly how the universe began.
    c. They want to keep this information secret.

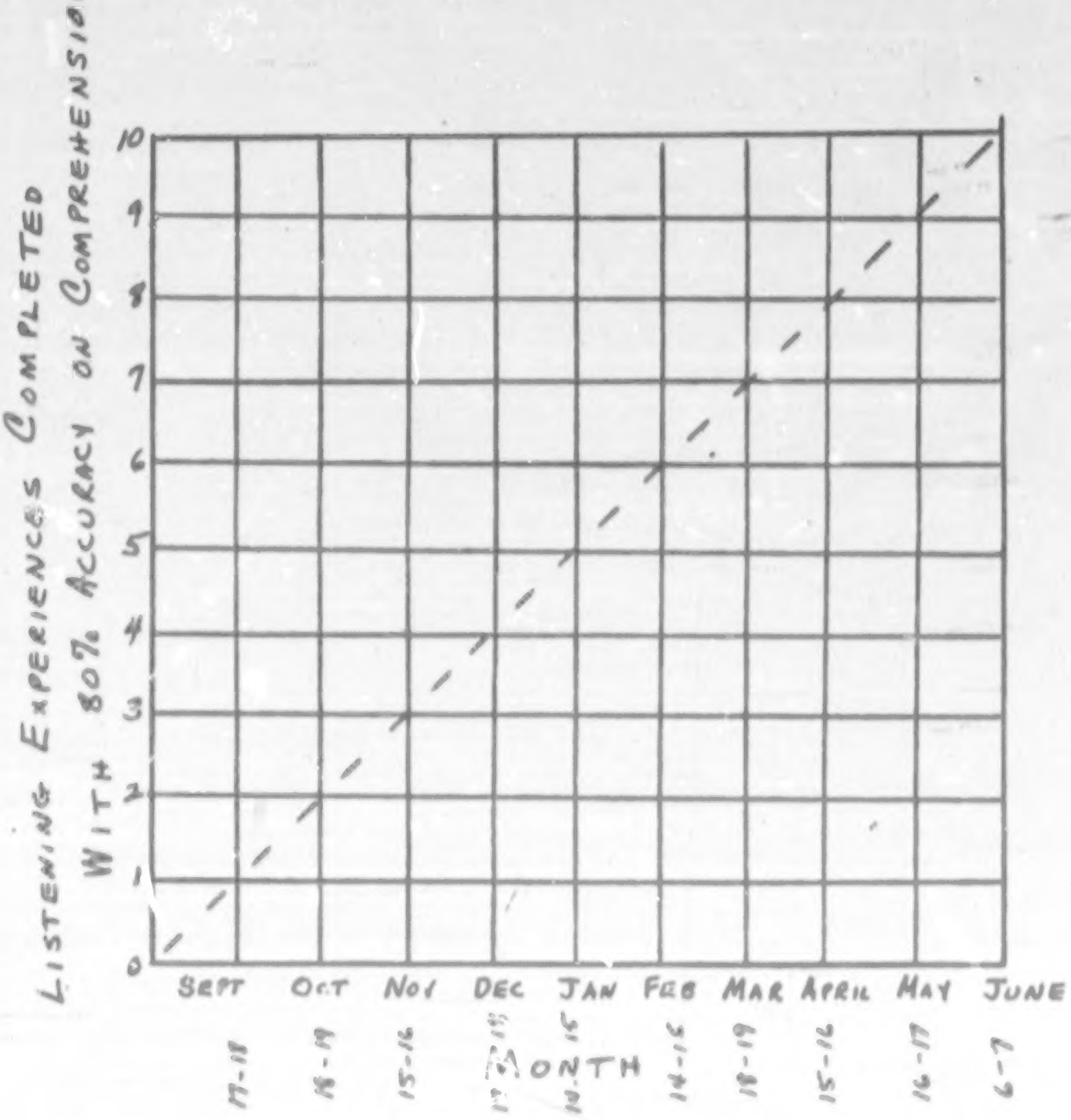
NAME ______________________

LISTENING SKILLS

DATE	LISTENING EXPERIENCE	SCORE	TEST	COMMENTS

NAME ______________________________

LISTENING SKILLS



DISCUSSION SKILLS MINIMUM OBJECTIVES - Grade Six

After reading a specified selection or participating in a group experience, ex. field trip, problem solving activity	the student will participate in at least two 15 minute group discussions	by 1. listening quietly as judged by an observer 2. verbally participating at least twice in each discussion as judged by an observer

READING COMPREHENSION--LIBRARY BOOKS--MINIMUM OBJECTIVES - Grade Six

1. Given the opportunity to go to the library	the student will choose a library book of an appropriate reading level	as judged by the teacher and will read the book.
2. Following reading of the book	the student will participate in at least one teacher-student conference	in which the following criteria will be evaluated:

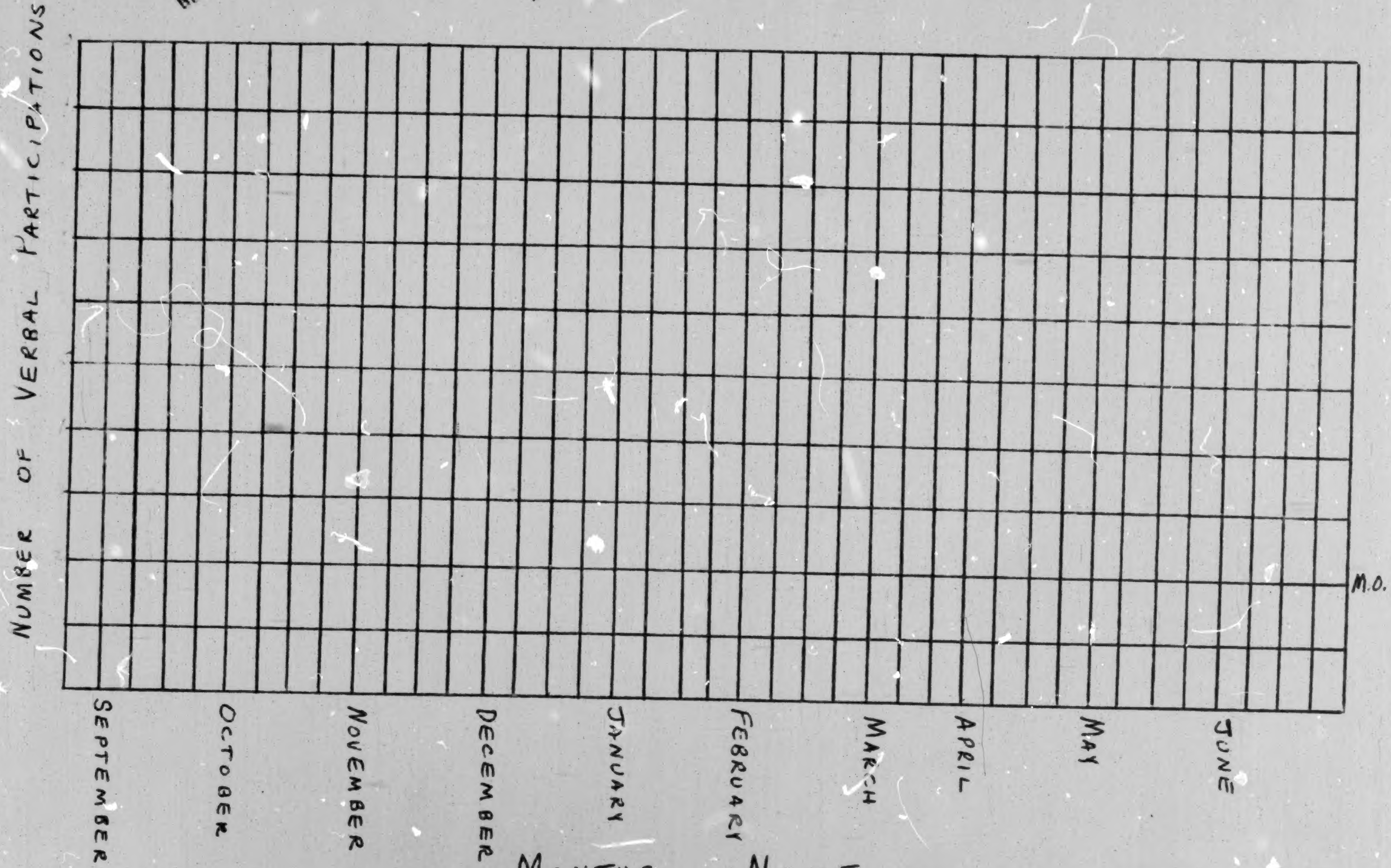
1. vocabulary--correctly define 80% of words asked by the teacher
2. comprehension--the student will answer correctly 80% of the comprehension questions asked by the teacher
3. oral reading--the student will read a teacher-selected passage varying from 10-20 sentences in length, correctly pronouncing each word, with 90% accuracy

NAME ______________________

DISCUSSION SKILLS

DATE	SUBJECT OF DISCUSSION	LISTENED QUIETLY	NUMBER OF VERBAL PARTICIPATIONS - COMMENTS

DISCUSSION SKILLS



MONTHS NAME ______________________

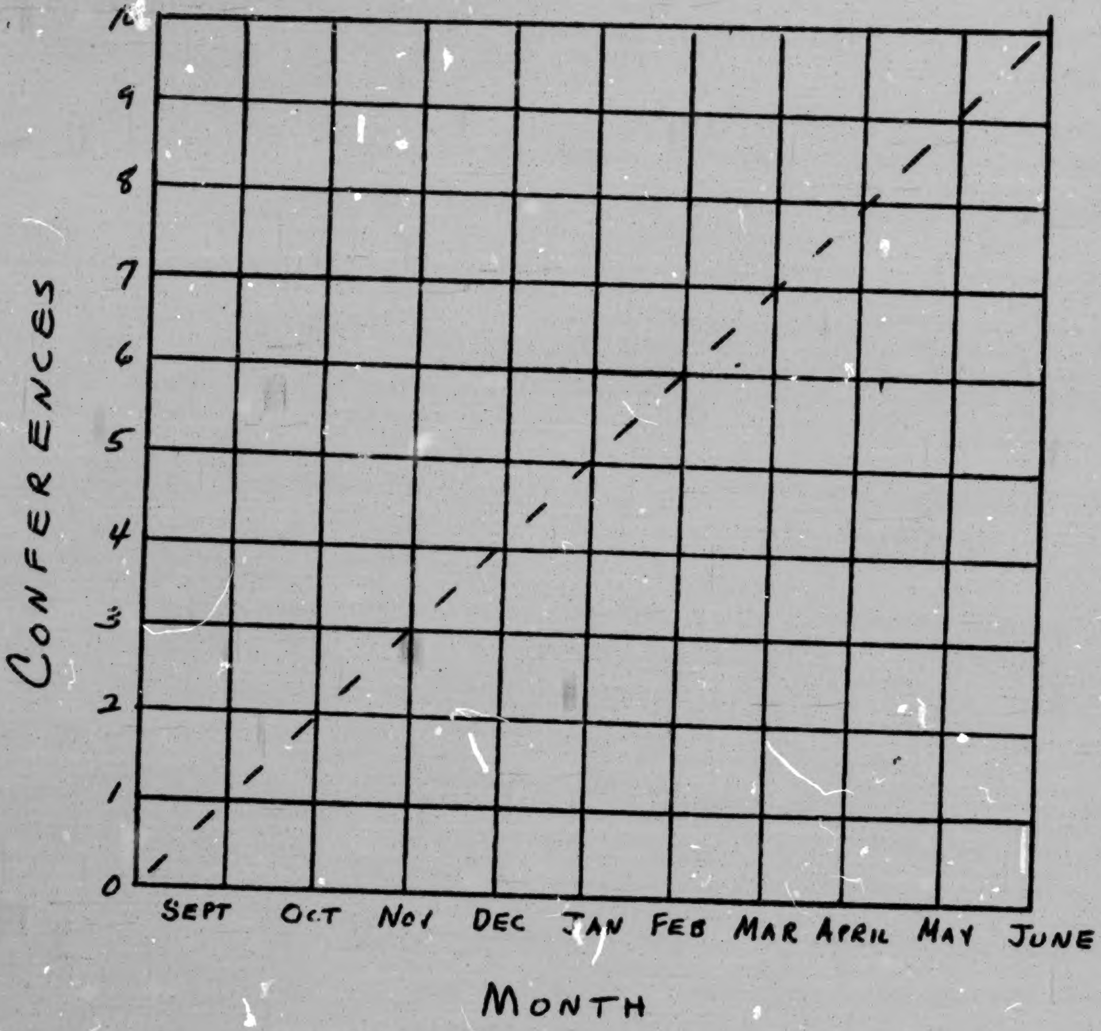
LIBRARY BOOKS READING COMPREHENSION

NAME ______________________

DATE	APPROX GR. LEV.	TITLE	COMP.	VOCAB.	ORAL	TEACHER COMMENTS

NAME ______________________________

LIBRARY BOOKS READING COMPREHENSION



RESEARCH PAPER SKILLS MINIMUM OBJECTIVES - Grade Six

1. Given appropriate instruction and library skills activities the student will write a research paper of at least 400 words including:
   a. a written outline
   b. a written report including an introduction, main body and conclusion
   c. a written bibliography
   d. a title page including title, name and grade
   e. note cards

   This paper is to be written within a time period of three weeks.

2. Given appropriate instructions and library skills activities the student will complete the following enabling objectives:

   1. The student will use at least two of the following sources:
      Atlas
      Current Biography
      Vertical File
      Filmstrips
      Records
      Kits
      Science Dictionary
      Biographical Dictionary
      Poetry Index and poem
      Cassette
      Lincoln Library of Essential Information
      Lincoln Library of Language Arts
      Lincoln Library of Social Studies
      Charts
      Maps
      Illustrations
      Famous First Facts
      American Book of Days
      Reader's Encyclopedia
      Newspaper

   2. The student will use at least one of each of the following:
      Encyclopedia
      Book of Popular Science
      Annals of America
      Reader's Guide
      Book
      Almanac or Yearbook

   3. Given 3 x 5 file cards and a bibliography form, the student will write the bibliography at the top of a file card for each of the above sources used.

   4. Given 3 x 5 file cards the student will write key words or ideas on a separate file card or cards for each source.

   5. The student will organize the processed file cards according to a. chronology (time of events), b. process (beginning of idea to conclusion), or c. cause and effect (problem and solution).

6. The student will arrange his information and ideas in a sequential outline.

7. The student will include a bibliography according to a teacher-selected form.

Name ______________________________

RESEARCH PAPER Evaluation Sheet

Outline 1. The student arranged his information and ideas in a sequence-chronologically, by process (beginning of an idea to conclusion), or by cause and effect (problem and solution).		
Written Report 1. The student included an introduction, a main body and a conclusion all together consisting of at least 400 words.		
2. The student used his own words. Any direct quotes were cited.		
3. The student used complete sentences, correctly punctuated with 100% accuracy as judged by the teacher.		
4. The student used correct capitalization with 100% accuracy		
5. The student began a new paragraph every time a new main idea or event was introduced with 100% accuracy		

Name ______________________________

RESEARCH PAPER Evaluation Sheet

Outline

1. The student arranged his information and ideas in a sequence-chronologically, by process (beginning of an idea to conclusion), or by cause and effect (problem and solution).

Written Report

1. The student included an introduction, a main body and a conclusion all together consisting of at least 400 words.

2. The student used his own words. Any direct quotes were cited.

3. The student used complete sentences, correctly punctuated.

4. The student used correct capitalization.

5. The student began a new paragraph every time a new main idea or event was introduced.

Written Bibliography

1. The student correctly followed the sample form.

2. The student arranged his bibliography in alphabetical order.

Title Page

1. The student's title page included the title, the student's name and grade.

Note Cards

1. The student wrote key words and ideas on note cards using a separate card for each source

NEW PRACTICE READER GENERALITY PROBE

Betty Holloway

DATES PROBES ARE TO BE GIVEN - NEW PRACTICE READERS

Sept. 10

Oct. 8

Nov. 5

Dec. 3

Jan. 14

Feb. 11

Mar. 11

May 20

Probes are taken from New Practice Readers - Book A - Grade 2

A-1 A Tall Story p. 1

Literal

1. Who is the tallest animal in the world? (the giraffe)

2. What kind of legs and neck does the giraffe have?
(long, thin neck; long legs)

Interpretive

3. How much taller is a giraffe than a man?
(3 times taller)

4. What doesn't a giraffe have? (a voice)

Inferential

5. What happens when the giraffe is afraid?
(he runs away)

A Tall Story

The tallest animal in the world is the giraffe. It is three times as tall as a man.

The giraffe has long, thin legs and a very long neck. It can smell, it can hear, and it can see very well. But it has no voice. When it is afraid, it cannot make any sound. It can only run away.

1. Who is the tallest animal in the world?
2. What kind of legs and neck does the giraffe have?
3. How much taller is a giraffe than a man?
4. What doesn't a giraffe have?
5. What happens when the giraffe is afraid?

A-2 The Ants and the Grasshopper p. 18

Literal

1. What did the ants carry to the storeroom? (food)

2. Where are their storerooms? (underground)

Interpretive

3. When is food hard to find? (in the winter)

4. How did the ants feel in the winter? (warm and happy)

Inferential

5. What did the grasshopper learn? (to gather food for winter or to plan for when times are hard)

The Ants and the Grasshopper

One summer day, a grasshopper met some ants. They were carrying food to their storerooms under the ground.

"Good day," said the grasshopper. "It is a fine day, is it not?"

The ants did not stop to talk. They went right on working, with not a minute lost.

The grasshopper watched for a while. Then he said, "Why do you work on a fine day like this? Now is the time to sit in the sun and rest."

"No," said the ants. "Now is the time to work. When winter comes, food will be hard to find. It is best to plan when times are good for the times that may be bad."

The grasshopper laughed at the ants and went on his way.

Weeks went by. The days grew cold. The ground was covered with snow.

Under the ground, the ants were warm and happy. They had all the food they needed.

But the grasshopper, above, was thin and hungry. Shaking with cold, he thought of the busy ants. "I should not have laughed at them," he said. "The ants were right. It is best to plan when times are good for the times that may be bad."

1. What did the ants carry to the storeroom?
2. Where are their storerooms?
3. When is food hard to find?
4. How did the ants feel in the winter?
5. What did the grasshopper learn?

A-3 The Dog and the Rabbit p. 36

Literal

1. Who was walking in the field? (a farmer and his dog)

2. Where did the dog and the rabbit run? (around the field)

Interpretive

3. How much bigger was the dog than the rabbit? (3 times bigger)

4. The dog in this story was a ________. (beagle or hunting dog)

Inferential

5. Why did the farmer think his dog was a joke?
(because the dog, who was bigger, let the rabbit get away)

The Dog and the Rabbit

A farmer and his beagle were walking in a field. All at once, a rabbit came out of a rabbit hole.

The dog saw the rabbit. The rabbit saw the dog. Away ran the rabbit. Away ran the beagle after it, as fast as he could go.

The farmer got up on a fence to watch. Around and around went the rabbit. Around and around went the dog. Up and down and around the field they ran.

The dog ran fast. But so did the rabbit! Then the rabbit headed for the woods and did not come back any more.

The beagle hunted and hunted. But he could not catch the rabbit. Soon the dog came puffing back to the field.

The farmer saw him coming. He started to laugh. "What a joke!" said the farmer. "A fine hunting dog you turned out to be! You are three times as big as that rabbit. Why did you let it get away?"

The dog was still puffing from his run. "I know I am bigger than the rabbit," he said. "But that is not all that matters. I was only running for my dinner. The rabbit was running for his life."

1. Who was walking in the field?
2. Where did the dog and the rabbit run?
3. How much bigger was the dog than the rabbit?
4. The dog in this story was a __________.
5. Why did the farmer think his dog was a joke?

A-4 The Lark and Her Babies p. 54

Literal

1. Where did the lark make her nest?
   (in a field of wheat)

2. The wheat was ready to harvest in the _______. (fall)

Interpretive

3. Who did the farmer ask first to help harvest the wheat?
   (his friends)

4. Why didn't the larks move when the farmer asked the uncles to help? (he counts on others to do the work)

Inferential

5. When did the lark move? (when the farmer was ready to do his own work)

The Lark and Her Babies

One spring a lark made her nest in a field of wheat. When the baby larks came, the wheat was short and green. But summer followed spring. And fall followed summer. The wheat grew tall.

One day, the farmer came to the field with his son. "The wheat is ready," the farmer said. "Ask my friends to come tomorrow to help us harvest the wheat."

The little larks were afraid. They wanted to move at once. But their mother said, "Wait. The farmer counts on others to do the work. There will be no harvest tomorrow."

The next day, the farmer's friends did not come. "The wheat must be cut tomorrow," he told his son. "Call your uncles. We cannot count on our friends."

The little larks were more afraid than ever. But their mother said, "The farmer still counts on others. There will be no harvest tomorrow."

The next day, the uncles did not come. "The seeds are falling," the farmer told his son. "We cannot wait for others to help. We will harvest the wheat tomorrow, you and I."

When the lark heard this, she said, "Come, my little ones. The farmer is ready to do his own work. It is time for us to move."

1. Where did the lark make her nest?
2. The wheat was ready to harvest in the ________
3. Who did the farmer ask first to help harvest the wheat?
4. Why didn't the larks move when the farmer asked the uncles to help?
5. When did the lark move?

A-5 The Man and His Camel p. 72

Literal

1. What did the man hear inside his tent? (a noise)

2. The camel in this story was ___________. (greedy)

Interpretive

3. Which part of the camel came into the tent first? (his head)

4. Where did the man move when the camel came into the tent? (into the corner)

Inferential

5. Was it right for the camel to make the man go out of the tent? (no)

The Man and His Camel

There once was a man who had a greedy camel.

One cold night, the man heard a noise inside his tent. There was the camel, looking down at him!

"Master," said the camel, "it is very cold out here. May I just hold my head inside your tent? You have a fire to keep you warm. I have not."

"You have a coat of hair to keep you warm," said the man. "I have not. But you may hold your head inside."

Soon the camel said, "Master, the rest of me is cold. May I bring my front legs inside?"

The man moved over to make room for the camel's front legs.

For a minute, all was quiet. Then, "Master," said the camel, "my back legs are cold. If you moved into the corner, I could get them inside."

So the man moved, and the camel came in.

Now there was no room to turn. "Master," said the camel, "there is not room for us both. I am bigger than you. You should go outside."

"I should have guessed this would happen," said the man, as the camel pushed him out into the cold. "Someone who is greedy never has enough."

1. What did the man hear inside his tent?
2. The camel in this story was __________.
3. Which part of the camel came into the tent first?
4. Where did the man move when the camel came into the tent?
5. Was it right for the camel to make the man go out of the tent?

A-6 The Octopus and the Ax p. 90

Literal

1. What did the man do for a living in the winter?
   (cut wood to sell)

2. What did the octopus give the man?
   (gold ax, silver ax, wooken ax)

Interpretive

3. Why did the octopus say the man was honest?
   (because he didn't take the gold or silver ax)

4. Where did the octopus go? (to the bottom of the sea)

Inferential

5. How did the man feel when the octopus gave him his ax?
   (happy - thankful)

The Octopus and the Ax

Once upon a time there was a poor man who lived near the sea. In summer, he fished for a living. In winter, he cut wood to sell.

One day, as he was working, his ax fell into the water.

"Help!" cried the man. "I have lost my ax!"

To his surprise, an octopus came up. He was waving a gold ax in one of his long, black arms.

"Is this the ax you lost?" asked the octopus.

"No," said the man. "My ax is made of wood."

The octopus went down again. This time, he brought up a silver ax.

"Is this the ax you lost?" asked the octopus.

"No," said the man again. "My ax is only wood."

Again the octopus went down. This time, he came up holding an ax of wood.

"Is this the ax you lost?" asked the octopus.

"Yes! That is it!" cried the man. "How can I ever thank you?"

"Your honesty is all the thanks I need," said the octopus. He gave the man the lost ax, and the gold and silver ones, too.

Then, with a wave of his long, black arms, he went back to the bottom of the sea.

1. What did the man do for a living in the winter?
2. What did the octopus give the man?
3. Why did the octopus say the man was honest?
4. Where did the octopus go?
5. How did the man feel when the octopus gave him his ax?

7 The Jay and the Peacock p. 108

Literal

1. Who was sitting in the tree? (mother jay and her baby)

2. What did the baby jay do with the peacock feathers? (tied them to his tail)

Interpretive

3. When the peacock saw the baby jay with his feathers, what did he do? (pulled them out)

4. How did the peacock hold his tail? (high in the air)

Inferential

5. Was the peacock a fine bird or a fine-looking bird? (fine-looking bird)

The Jay and the Peacock

A mother jay and her baby were sitting in a tree. Along came a peacock with his tail feathers high.

"What a fine bird he is!" said the baby. "I wish I had feathers like that."

Just then, he saw some feathers fall from the peacock's tail. He watched as the peacock walked away. Then the baby jay flew down. He tied the peacock feathers to his tail.

Then he began to walk around. Up and down he went, showing off to his mother. "Look at me!" he cried. "What a fine bird I am now!"

The peacock heard the little jay and came flying back. "Those are my feathers!" said the peacock. And he started to pull them out.

"Stop! You are hurting me!" cried the little jay. But the peacock picked and pulled until all his feathers were out. Then he marched away with his beautiful tail held high.

"What a cross old thing that peacock is!" said the little jay. "He is not a fine bird at all!"

"What about you?" said his mother. "You think that wearing peacock feathers makes a peacock out of you. But it takes more than fine feathers to make a fine bird."

1. Who was sitting in the tree?
2. What did the baby jay do with the peacock feathers?
3. When the peacock saw the baby jay with his feathers, what did he do?
4. How did the peacock hold his tail?
5. Was the peacock a fine bird or a fine-looking bird?

A-8 The Boy Who Cried Wolf p. 126

Literal

1. What was the boy to do if a wolf came?
   (call as loud as he could)

2. How many sheep did the wolf kill? (two)

Interpretive

3. Why did the boy play a joke on the farmer?
   (because he didn't like being alone)

4. What happened to the boy when the wolf killed the sheep?
   (he lost his job)

Inferential

5. If you tell lies, will people believe anything you say?
   (no)

The Boy Who Cried Wolf

A farmer brought a new boy to the fields to care for his sheep.

"If a wolf comes, call as loud as you can," said the farmer, "and I will come running."

The boy soon found he did not like being all alone. One morning he thought of a way to have some fun. He put his hands to his mouth. He called, "The wolf! The wolf!"

The farmer came running. "Where is the wolf?" he asked.

"It was only a joke," said the boy. "The wolf was not here."

"Let us have no more jokes," said the farmer.

The next day, the boy again grew tired of being alone and he called, "Wolf! Wolf!" Again the farmer came. Again there was no wolf.

The next day, a wolf did come. The boy called for help as loud as he could.

The farmer heard but did not come. He thought it was just another joke.

With no one to stop him, the wolf killed two of the sheep. When the farmer found out, the boy lost his job.

"If you tell lies," said the farmer, "no one will ever believe you. Not even when you are telling the truth!"

1. What was the boy to do if a wolf came?
2. How many sheep did the wolf kill?
3. Why did the boy play a joke on the farmer?
4. What happened to the boy when the wolf killed the sheep?
5. If you tell lies, will people believe anything you say?

Probes are taken from New Practice Readers - Book B - Grade 3

B-1 A Sea Clown p. 1

Literal

1. Where do dolphins like to play? (around ships)

2. What is another name for a dolphin? (porpoise)

Interpretive

3. What do dolphins like to do? (play catch, tease fish)

4. Who is a dolphin a cousin to? (the whale)

Inferential

5. If you stand too close to the dolphin tank, what might happen to you? (you may be hit by rotten fish)

A Sea Clown

In the warm waters of the sea lives a playful animal with a built-in grin. The bottle-nosed dolphin, or porpoise, is a cousin to the whale.

The dolphin likes to play around ships at sea. Even when caught and kept in a tank it shows a sense of humor. It will tease the fish and animals around it. Dolphins love to play catch and will throw back what they catch. Once, a lady visitor to a dolphin tank was hit in the face by a rotten fish which a dolphin tossed out.

1. Where do dolphins like to play?
2. What is another name for a dolphin?
3. What do dolphins like to do?
4. Who is a dolphin a cousin to?
5. If you stand too close to the dolphin tank, what might happen to you?

B-2 Why Rocks Cannot Travel p. 15

Literal

1. Who was Shinob? (the Indian god)

2. What happened to the rock when it cracked?
(it broke in two)

Interpretive

3. Why was the rock angry with Shinob?
(because Shinob laughed at the rock)

4. How did the hawk help Shinob? (by pecking the rock)

Inferential

5. If someone makes you angry is it right to try to hurt him? (no)

Why Rocks Cannot Travel

The first time Shinob, the Indian ;od, met a rock, he did not know vhat it was.

"You are too small to be a mounain," Shinob said. "Stand up and valk around. Let me take a better ook at you."

But the big rock could not stand. t had no feet. It could not walk, and t could not run. It could not even oll.

So Shinob laughed at the funny hing and went on his way.

The rock was angry. It knew hat it was very strong, and it lid not like to be laughed at.

After Shinob went away, the rock ried to move. It pushed itself, end ver end, and soon it learned to roll. Every day it tried to move. At last, he rock could roll as fast as a deer an run.

One day, Shinob came by again. he rock saw him coming, and it tarted to roll toward Shinob.

Shinob was afraid. He began to un. But the rock kept coming at im.

Shinob ran through the woods. ut the trees could not stop the rock. rolled right over them.

Some of the animals tried to stop the rock But the rock rolled over the animals, large and small, without even slowing down.

Then Shinob saw a hawk. "Help me! Help me!" Shinob cried. "I am too tired to run much more."

"I will help you," said the hawk.

The little hawk came darting down and gave the rock a peck. Then he waited until the rock turned over, and he pecked at the same spot once again.

At first, the rock laughed, for it did not even feel the pecking. But after the hawk had hit the same spot again and again, a strange feeling ran up and down inside the rock.

Now it saw that Shinob was getting away. So the rock gave a jump to catch up with Shinob. It landed on the spot where the hawk had been pecking, and *c-r-rack!* It broke in two!

Shinob was saved, but he was very angry. He said, "From this day on, rocks may travel only when they are carried. When a rock falls from a mountain, it may roll as far as the bottom. There it will break into pieces and lie still."

This is how it came about that rocks cannot travel.

. Who was Shinob?

. What happened to the rock when it cracked?

. Why was the rock angry with Shinob?

. How did the hawk help Hinob?

. If someone makes you angry, is it right to try to hurt him?

B-3 How the Beaver Lost the Hair on His Tail p. 36

Literal

1. What did the Indians have that the beaver wanted? (fire)

2. What was the beaver proud of? (his tail)

Interpretive

3. What did the beaver do that showed he was proud?

4. Where does the beaver live now? (close to the water)

Inferential

5. What did the beaver do that showed he was foolish?
(went around and around the fire)

How the Beaver Lost the Hair on His Tail

In the long-ago time, the beaver had the most beautiful tail of any of the animals. It was wide and flat and covered all over with soft, black hair.

The beaver was a foolish animal. He was very proud of his tail. He would hold it high in the air and walk up and down for hours, showing off to the other animals.

In those far-off times, the animals did not know how to make fire. They knew that the Indians had fire. They wanted to have some, too. They had heard it was good for keeping warm, and winter was on the way.

"Let us go and see the Indians. We will give them things they like for some of their fire."

So the animals set out together for the place where the Indians lived. When they got there, they found the fire burning bright.

"How beautiful it is!" the beaver said. "And how warm!"

The animals wanted to have fire more than ever.

But, to their surprise, the Indians would not give up any of the fire. They wanted to keep all of it.

The animals were sad. There was nothing to do but go home. Most of them went away, but the beaver stayed behind, to show off his tail.

He held it high and waved it in the air. Around and around the fire the foolish beaver went.

The Indians by the fire saw the beaver's tail. "That would be a fine thing to have," one of the Indians thought. "I will catch the beaver and cut off his tail."

So the Indian said to the beaver, "Come up close. Show me how you hold your tail so high."

The beaver liked to show off his tail. He came up close, with his tail high in the air.

Swish! A hand reached for him.

Just in time, the beaver saw the trick. He had to jump across the fire to get away. As he did, his beautiful tail caught on fire.

The beaver ran as fast as he could, with his tail on fire behind him. He jumped into a nearby pond and put the fire out.

The hair on his tail was all burned off, and it never grew back. The beaver was so ashamed that he has lived close to the water, hiding his tail, from that time on.

1. What did the Indians have that the beaver wanted?
2. What was the beaver proud of?
3. What did the beaver do that showed he was proud?
4. Where does the beaver live now?
5. What did the beaver do that showed he was foolish?

B-4 Why the Porcupine Cannot Shoot His Quills p. 54

Literal

1. What did Shinob change himself into?
   (a crab)

2. When the porcupine saw the crab what did he do?
   (started to run away)

Interpretive

3. Why couldn't the porcupine protect himself?
   (he had no claws, no shell)

4. What protection did the porcupine want Shinob to give him? (arrows on his back)

Inferential

5. Why can't the porcupine throw his quills at other animals? (Shinob gave him quills to protect him, not to hurt others)

Why the Porcupine Cannot Shoot His Quills

One day Shinob, the Indian god, saw a porcupine coming. He knew that the porcupine lived alone and was afraid of everyone. So, *puff!* He changed himself into a crab.

The porcupine saw the crab. He started to run away.

"Wait!" said the crab. "Why are you afraid? You are bigger than I, but I do not run when I see you coming."

"It is easy for you to talk," said the porcupine. "You can hide inside your shell when you need to. You have claws to fight with. When you run, you run fast. But I have no shell to hide in. There is nothing on my back but hair. I have no claws to fight with, and when I run, I cannot run fast. I have no way at all to protect myself from my enemies."

"Well," said the crab, "I did not think of that." And all at once, he changed himself back to an Indian.

"Porcupine," said the Indian. "An animal should have some way to protect himself. Tell me what you want, and I will give it to you. Do you want long, fast legs like the deer, or a shell on your back like the crab?"

The porcupine looked at the Indian. In his hand was a bow. On his back were arrows. "Arrows are what I want," said the porcupine. "Give me arrows, and I will not be afraid any more."

"So be it," said the Indian. Then he put a hand on the porcupine's back. The porcupine had a funny feeling. He looked around. His back was covered with pointed quills, which were just like the Indian's arrows.

The animals of the woods came to look. They laughed at the porcupine, for he was funny to see.

The porcupine was angry. "I will teach you not to laugh at me," said he. With a shake, he sent his arrows flying out to hurt them.

The Indian saw what the porcupine did. "This is bad," he said. "I gave you arrows to protect you, not to hurt those who have not hurt you."

He put a hand on the porcupine's back again. "From now on, you cannot throw your arrows," said the Indian. "If someone hurts you, the arrows will stick in him. They will protect you from your enemies. But you cannot start fights."

From that day on, the porcupine has not been able to shoot his quills.

1. What did Shinob change himself into?
2. When the porcupine saw the crab what did he do?
3. Why couldn't the porcupine protect himself?
4. What protection did the porcupine want Shinob to give him?
5. Why can't the porcupine throw his quills at other animals?

B-5 How the Skunk Got White on His Fur p. 72

Literal

1. What color was the skunk? (black all over)

2. The skunk's scent could ________. (kill)

Interpretive

3. Why did the wolf put white dust on the skunk?
(to make him look pale and sick)

4. Who had been watching from the bushes? (the deer)

Inferential

5. Why does the skunk have white on his back and tail?
(to remind him of his promise)

How the Skunk Got White on His Fur

There was a time, long ago, when the skunk was black all over. He did not have white on his back. He did not have white on his tail. Other animals were afraid of him, for his scent could kill.

One winter, the wolf came to see the skunk. The wolf stayed for days and days. Soon all the food that the skunk had saved for winter was gone.

"All of my food is gone," said the skunk. "We will have to go out hunting."

"I know how to get food without going hunting," said the wolf. "I will put white dust on you, to make you look pale and sick. Then I will call the other animals to come and see you. When they come, shoot them with your scent. They will fall down dead, and we will not need to go hunting."

"This is a good plan," the skunk said. So the wolf made the skunk white and off he went to call the goat.

"Come at once," the wolf said. "Skunk is sick and wants to see you."

They found the skunk on the ground, moaning and groaning.

"Oh, my!" said the goat. "He does look sick! He is pale and white all over." Then the goat was not afraid of the skunk and ran to see him.

Up jumped the skunk and shot the goat, and the goat fell down dead.

"This is better than hunting!" said the skunk. "Go get someone else."

So the wolf went away, and the skunk lay down again. He closed his eyes and started moaning and groaning.

Now it happened that the great deer had been watching from the bushes. When the skunk lay down and closed his eyes, the deer ran over and picked up the skunk on his horns.

"I am going to kill you, Skunk!" said the deer. "I will throw you down from the mountain."

"No! No!" cried the skunk. "Let me go! I will do whatever you say."

"Will you promise never, never again to use your scent to kill?"

He shook the skunk so hard that the white dust flew off in a great cloud.

"Yes, I promise," said the skunk. "Put me down."

So the deer put down the skunk and let him go. And from that day, the skunk has never used his scent to kill. And on his back and tail, some white has stayed, to remind him of his promise.

1. What color was the skunk?
2. The skunk's scent could_________.
3. Why did the wolf put white dust on the skunk?
4. Who had been watching from the bushes?
5. Why does the skunk have white on his back and tail?

B-6 How the Eagle Got Smoke in His Feathers p. 90

Literal

1. What color did the eagle used to be? (white)

2. What color is the eagle now? (black and brown)

Interpretive

3. Why didn't other birds like the eagle?
   (because he bragged)

4. Who thought of a plan to change the eagle? (the owl)

Inferential

5. Is a person always a good person just because he
   is good-looking? (no)

How the Eagle Got Smoke in His Feathers

Long ago, when the birds first got their feathers, the eagle was as white as snow all over. He was beautiful to see, and very proud. He bragged about his feathers all the time. He thought he was too good for the other animals.

The other animals did not like this. They knew that the eagle's feathers did not make him better than they were.

"It is not fine feathers that make a fine bird," said the owl. "It would be a good thing for the eagle to find this out. No one will ever like him as long as he keeps on bragging."

Now, it happened that the eagle was looking for a wife. Each day, he would fly over the ground, calling, "Who? Who will be my wife?"

One day, as the eagle flew by, the owl thought of a plan. He called all of the other animals together.

"I have thought of a way to make the eagle stop bragging," said the owl. "He must learn to be liked for what he is, not for how he looks."

The other animals agreed. "What is your plan?" they asked.

"You must get many sticks," said the owl. "Carry them to the cave in the mountain. The cave is deep and dark. The eagle will not be able to see anything when he goes inside.

"Pile the sticks at the end of the cave, and get ready to make a fire. When you hear the eagle coming, start the sticks burning."

The animals did as the owl said, and soon the sticks were ready. Then they hid inside the cave and waited for the eagle.

Soon the eagle came flying over. "Who? Who? Who will be my wife?" the eagle called.

"Eagle! Eagle!" cried the owl. "I have found a wife for you. She is waiting at the far end of the cave."

The eagle was happy to hear this. He hurried into the cave.

The animals heard him coming. They set the sticks on fire. Before the eagle could turn around, the air was filled with smoke.

"Help! Help!" the eagle called. "This smoke will stay on my beautiful feathers!"

By the time the eagle got out, his snow-white feathers were black and brown on top. That is how it came to be that the eagle got smoke in his feathers.

1. What color did the eagle used to be?
2. What color is the eagle now?
3. Why didn't other birds like the eagle?
4. Who thought of a plan to change the eagle?
5. Is a person always a good person just because he is good-looking?

B-7 How the Animals Stole Springtime p. 108

Literal

1. Where did the Indians keep the seasons?
   (tied up in deerskin bags)

2. What rushed out when Strongest-One ripped the bag?
   (warm winds)

Interpretive

3. How many animals went to steal spring? (three)

4. Why did they want to steal spring? (they need to find food)

Inferential

5. Could Softest-Walker or Farthest-Thrower or Strongest-One have stolen spring alone? Tell why you say yes or no.
   (no one of them could do it alone)

How the Animals Stole Springtime

There was a time when the seasons were kept at an Indian village, tied up in deerskin bags. The Indian chief could let them out for as long as he wanted.

The Indian chief liked Winter best of all. Sometimes, he let Winter stay out for two years at a time!

One year, he let Winter out and would not call it back. Winter stayed and stayed. The snow grew very deep. The animals could not find food, no matter how hard they tried.

"If Spring does not come soon, we cannot find food," said the bear.

The wolf said, "We will have to steal Spring and let it out of the bag."

"But how?" asked the squirrel. "It hangs inside the lodge of the Indian chief. Who can walk so softly that he will not be heard? Who can run so fast that he will not be caught?"

"What no one of us can do alone, all may do together," said the wolf.

Then he pointed to Softest-Walker, Farthest-Thrower, and Strongest-One. "The three of you together can do this thing. Come. I will tell you how."

So they started out across the deep, white snow. By the time they came to the village, each knew what he must do.

Strongest-One and the wolf waited up on the hill. The other two went on.

Near the lodge of the Indian chief, Farthest-Thrower stopped. Now only Softest-Walker went alone.

Softly, softly, he went into the lodge. Summer, Autumn, and Spring were hanging there in bags.

Softly, he took Spring down and carried it from the lodge.

As he came out, the Old One, who watched the lodge, saw him. "Hi-ee! Hi-ee!" she called. "They are stealing Spring!"

Indians came running from the lodge. Now Softest-Walker did not walk any more. He ran to Farthest-Thrower and handed the bag to him.

Farthest-Thrower knew what he must do. He threw the bag with a great throw to the two on the hill.

Strongest-One caught the bag with Spring inside. He pulled at it with all his might. *R-r-rip!* it opened.

Warm winds rushed out. Spring filled the air. When the others got up the hill, the snow was melting.

That is how the animals stole Spring. And, who knows? If they had not, it might be Winter still.

1. Where did the Indians keep the seasons?
2. What rushed out when Strongest-One ripped the bag?
3. How many animals went to steal spring?
4. Why did they want to steal spring?
5. Could Softest-Walker or Farthest-Thrower or Strongest-One have stolen spring alone? Tell why you say yes or no.

B-8 Why the Sun Comes Up Slowly p. 126

Literal

1. Who decided to shoot the sun? (the rabbit)

2. What did he use to shoot at the sun? (bow and arrows)

Interpretive

3. Why did the rabbit keep missing the sun?
(because the sun moved to the south each day)

4. Why was the rabbit afraid after he hit the sun?
(he thought the world was on fire)

Inferential

5. Do you think the rabbit was very brave or very foolish?
Tell why you think so.

Why the Sun Comes Up Slowly

In the early days, long gone by, it once grew very hot. Week after week the sun came down, hotter and hotter. Green things turned dry and brown. Animals fell by the way, for they could find no food.

"It is not right for the sun to do this," the rabbit said. "I am brave. I am not afraid of the sun. I will take my bow and my arrows and shoot it."

So the foolish rabbit took his bow and arrows and set out on his way. After many a day, he came to the place where the sun rose.

When the time came for the sun to show its face, the rabbit was ready. *Zing!* He let his arrow fly.

But the sun knew the rabbit's plan. It moved out of the way. It came up farther to the south. The arrow missed the sun.

The sun laughed at the rabbit. Now it came down hotter than ever.

"I will get the sun tomorrow," the rabbit said. "I know the very spot where it came up."

Again, the next morning, the sun moved to the south. Again the rabbit's arrow missed the sun. Day after day, the sun tricked the rabbit. Each day it moved to the side.

Then, at last, the rabbit learned the trick. He saw that each day the sun came up a little way south of where it was on the day before. The next day, the rabbit held his arrow just that much to the side. When the sun came up, *Zing!* The rabbit's arrow went into the face of the sun.

The rabbit laughed for joy. "I have killed the sun! Look! See how brave I am!"

Then he looked at the sun. What he saw made him afraid. Fire was running out of the hole in the sun. All the world was on fire!

Now, at last, the rabbit saw how foolish he had been. He started to run as fast as he could, away from the fire of the sun.

Even after the fire went out, the rabbit kept on running. From that time on, the rabbit has been a very frightened animal. And the sun comes up slowly and looks all around before it shows its full face. It wants to be sure no one is waiting to shoot it with an arrow.

1. Who decided to shoot the sun?
2. What did he use to shoot at the sun?
3. Why did he keep missing the sun?
4. Why was the rabbit afraid after he hit the sun?
5. Do you think the rabbit was very brave or very foolish? Tell why you think so.

Probes are taken from New Practice Readers - Book C - Grade 4

C-1 How a Horse Got Justice p. 22

Literal

1. Who owned the horse? (a knight)

2. What was the most important thing in the world to the knight? (his bags of money)

Interpretive

3. Why did people ring the big bell? (to have justice done)

4. Describe the old horse. (half blind and nearly starved)

Inferential

5. Did the horse ring the bell in order to get justice? Tell why you say yes or no. (no, he rang it because he was hungry)

How a Horse Got Justice

Long ago, in a little town called Atri, there lived a wise ruler. So that all might have justice, he hung a big bell in the market place. A long rope was tied to it. Then the king's messenger called out this news:

"Hear ye! Hear ye! Anyone may ring this bell and ask for justice. When you ring the bell, the judges will come to hear your case and see that justice is done!"

Over the years, the bell was rung many times.

In the course of time, the rope grew frayed and old. It got shorter and shorter. Finally, it was too short for a child to reach.

"Order a new rope," said the ruler.

"I have a vine," one man said, "that will do until the new rope comes." He tied the vine to the old rope. There it hung, once again within easy reach for all the people.

In the hills near Atri, there lived a rich old knight. He had been a brave soldier in his time. He had ridden a fine horse. More than once, this horse had saved the knight's life. The two had been real friends. As the knight grew old, he changed. His love of gold grew and grew. Nothing in the world was important to him but his bags of money. One morning, he looked out his window and saw the old horse. "How foolish it is to feed that old horse now," he cried. "He is no longer of use to me. Turn him out."

Down the road walked the old horse. He was half blind and nearly starved. He wandered into the market place of Atri. It was early in the afternoon. All the people of Atri were asleep, as they always were during this hot part of the day. The hungry horse saw the vine. He reached for a green leaf.

"Dong!" sounded the bell. The old horse jumped, but he reached for more leaves. As he tugged at them, the bell sounded its clear call again and again. The judges woke. At once, they put on their robes and came to give justice. Many people also came. Everyone pitied the horse.

"Send for the knight," cried the judges.

When the knight came, he hung his head and said nothing.

"You will care for this horse as long as he lives," said the judges. The people cheered.

"Our ruler is wise," said one. "Who would think that the bell of Atri could bring justice even to an old horse?"

1. Who owned the horse?

2. What was the most important thing in the world to the knight?

3. Why did people ring the big bell?

4. Describe the old horse.

C-2 How One Soldier Captured Many p. 42

Literal

1. How many German soldiers did Corporal York capture? (132)

2. What was Corporal York's home state? (Tennessee)

Interpretive

3. Why didn't the German gunners in the trenches fire on the American soldiers? (they would endanger their men's lives)

4. Who honored York? (France, Italy, U.S. and Tennessee)

Inferential

5. Would the outcome of the story have been different if York had been a city boy? Tell why you say yes or no. (yes, he may not have been as experienced in using guns)

How One Soldier Captured Many

During World War I in France, a group of seventeen American soldiers accidentally came upon and captured the headquarters of some German machine gun trenches. Twenty or more Germans were taken prisoner, among them a major. Just as the Americans were searching their captives, machine guns on the hill turned and opened fire. The Americans were taken completely by surprise. Nine of the seventeen men were killed or wounded. The sergeant himself and three corporals were wounded. Corporal York, who was unhurt, found himself in command.

In his report, York says that about twenty machine guns were firing on them. All the men dropped to the ground. Some of the Americans crawled under cover or behind trees, and some stayed close to the German prisoners. Corporal York was caught in the open, in front of the prisoners and about twenty-five yards from the machine guns on the hill. He dropped to the ground and fired at the Germans with his rifle. Long years of experience in using guns had made York an expert shot. During shooting matches in his home state of Tennessee, he had often used the lying-down position when firing at targets. York didn't miss a shot.

As soon as he could, York stood up. A German officer and five men jumped from a trench and ran toward him with fixed bayonets. Quickly York took out his pistol. He shot the German farthest from him, then the next, and the next, until he had shot all six. This was the way the men of Tennessee shot wild turkeys. York knew that if he shot the front soldier first, the ones behind would have seen and fired at him.

Finally York was in complete control. The German major, who had seen the hero stop the six soldiers, told York that he would make the remaining German gunners give up.

Having captured the one line of German trenches, York went on to the other line. Lining up the eighty or more German prisoners, York and his men made them carry the wounded Americans. The rest of the American soldiers walked close to the Germans. In this way, the German gunners in the trenches could not fire without endangering their own men. They marched to the front line trench of German machine guns, and the major commanded the rest of the men to give up.

Corporal York, with some help, had captured two lines of German machine gun trenches, had killed twenty-eight Germans, and had taken thirty-five machine guns and one hundred and thirty-two men.

York was promoted. In time, he was awarded the highest possible honors by France, Italy, the United States, and his home state of Tennessee.

—Clarence R. Stone

1. How many German soldiers did Corporal York capture?
2. What was Corporal York's home state?

C-3 A Clever Indian Hunter p. 62

Literal

1. Where did the Indian hang his deer? (on a nearby tree)

2. Another name for a tent is a ________. (wigwam)

Interpretive

3. How did the Indian know the white man was an old man? (because he took short steps)

4. How did the Indian know the white man had a dog with a short tail? (because when the dog wagged his tail it left a mark on the ground)

Inferential

5. How was the old white man unfair to the Indian? (he took the deer the Indian had shot)

A Clever Indian Hunter

For many long hours, an Indian followed the track of a deer. Finally he came upon his game. He took careful aim. His arrow flew through the air, and the deer fell. Throwing the deer over his shoulders, the Indian started on the long journey home. It was nearly morning when he got to his wigwam. He hung the deer on a nearby tree and lay down to sleep.

The tired Indian slept deep and long. When he finally awoke, he ran to the tree where he had hung the deer. His animal was gone! The Indian had very sharp eyes. One look around was enough to tell him the whole story of the stolen deer.

Quickly he followed the trail to a white man's camp that was nearby. Several white men sat about the fire. The Indian told them that a white man had taken his deer. "Man not here!" he cried after looking at each of the men. "He is old man. He had gun and little dog with short tail."

"Well," said one man, "why didn't you go after him and get your deer?"

To the surprise of all, the Indian said that he had been sleeping when the deer was taken.

"Then how do you know that the man who took your deer was a white man?" they asked.

"Indian walk so," answered the Indian. He pointed his toes straight ahead. "White man walk so." He pointed his toes out. "These white man's tracks."

"How do you know this white man was old?" they asked.

"Young man take long step, tracks far apart. Old man take short step, tracks close together," he replied. "These tracks close."

"How do you know the old white man had a gun?"

"I see the mark on tree where man lean his gun and stand to get deer," said the Indian.

"But how do you know that this old white man with a gun had a little dog with a short tail?" they asked.

"Indian see place where little dog sit and watch man take deer down," he replied. "Little dog wag tail. It leave mark on ground. Mark close to where little dog sit. Indian know little dog have short tail."

Just then a man came out of the woods. He was an old white man. He carried a gun. Close at his heels came a little dog with a short tail.

"He the man," the Indian said.

"Yes," said one man, "he is your man. He took the deer, and he shall return it. A man who can track a deer both dead and alive must have his game."

Then, turning to the old man, he said, "Next time you are hungry for deer meat, follow the trail of a live deer as this Indian did."

—*Mabel Powers*

1. Where did the Indian hang his deer?
2. Another name for a tent is a ____________.
3. How did the Indian know the white man was an old man?

C-4 The Thanksgiving Pie That Grew p. 82

Literal

1. Why couldn't the Murphys have a real Thanksgiving dinner? (Mr. Murphy was out of work)

2. List the things Bobby brought to the Murphys. (mince pie, molasses candy, tea, sugar, potatoes, oranges, chicken)

Interpretive

3. How did Bobby feel about the mince pie? (that it had some kind of magic)

4. Where did Bobby put the basket of food from his Grandmother? (on the handlebars of his bicycle)

Inferential

5. How do you think the Murphys felt when Bobby arrived? (surprised, happy, etc.)

The Thanksgiving Pie That Grew

Bobby's mother packed a small mince pie in a box. "It's too bad," she said, "that Mr. Murphy is out of work this year and that the Murphy family can't have a real Thanksgiving dinner. Take your bicycle, Bobby, and hurry this pie over to them."

Bobby tied the box to the handlebars of his bicycle and started off. On the way, he met his friend Polly.

"What do you have in that box, Bobby?" she asked.

"A mince pie for the Murphys," he said.

"Wait just a moment," said Polly. She ran into the house and came out with another box. "Here is some molasses candy that I just made!" she said. "Take it to the Murphys with your mince pie."

Bobby tied the second box to his bicycle and started on. He was in such a hurry that he almost ran into his grandmother.

"Where are you going with those boxes, Robert?" she asked.

"I am taking a mince pie and some molasses candy to the Murphys for their Thanksgiving dinner," Bobby said.

"They will need more than that," said Grandmother. She got a basket of tea, sugar, and potatoes. "It isn't much," she said, "but it will keep the mince pie company."

Bobby hung the basket on the handlebars of his bicycle and went on. He had not gone far when he met an old gentleman with his arms full of parcels. "Where are you going in such a hurry?" asked the old gentleman.

"I am taking a mince pie, some molasses candy, and a basket of tea, sugar, and potatoes to Mrs. Murphy, sir," Bobby explained. "They are for the Murphy family's Thanksgiving dinner."

The gentleman asked, "Could you manage to tie this bag of oranges to your bicycle seat?"

Bobby could and did. There seemed to be some kind of magic in the little mince pie. As Bobby passed the butcher's shop, the butcher himself said, "What are all those bundles?"

"A mince pie, some molasses candy, tea, sugar, potatoes, and oranges for the Murphys' Thanksgiving dinner," answered Bobby.

"What, no chicken?" asked the butcher. He went into his shop and brought out a fine roasting chicken in a bag. "Can you tie this on, too?" he asked. "I'm sure they can use it."

Indeed Bobby could! He raced off to the Murphys' house. The mince pie had grown into a whole dinner, from chicken to dessert. As do all kind deeds, it had grown into something larger and better.

—*Carolyn Sherwin Bailey*

1. Why couldn't the Murphy's have a real Thanksgiving dinner?
2. List the things Bobby brought to the Murphys.
3. How did Bobby feel about the mince pie?
4. Where did Bobby put the basket of food from his Grandmother?

C-5 Manstin and the Magic Bags p. 102

Literal

1. Where did the ropes take the old man? (to the brook and to the forest)

2. How old was the old man? (old enough to be grandfather to any living thing)

Interpretive

3. Why did Manstin give the old man his eyes? (so he could live the easy life of the old man)

4. What lesson did the old man learn? (he was too old to wander through the forest)

Inferential

5. Were Manstin and the old man really related? (no)

Manstin and the Magic Bags

Manstin, a young Indian brave, wandered through the woods. When he came upon a wigwam that stood alone near a forest, he lifted the door flap and entered. A toothless, blind old man sat upon the ground. He was old enough to be grandfather to any living thing. When he heard Manstin enter, he said, "I cannot see you, Grandchild. Tell me your name."

"I am Manstin, Grandfather," the brave answered, stepping closer. "Tell me, what is in those buckskin bags?"

"These are magic bags," answered the grandfather. "They are filled with food, and they never grow empty." Then the old man pulled a rope that lay on his right. "This rope takes me to a brook," he said. He pulled a rope on his left. "This rope leads me to the forest."

"Grandfather!" cried Manstin. "How I wish I could live such an easy life! I would gladly give you my eyes for your place."

"All right," said the old man, "take out your eyes and give them to me. Then take my place."

Manstin took out his eyes. The old man put them on and went off into the forest. Manstin sat down to enjoy his easy life. Soon he felt thirsty. Holding one of the ropes, he went to the brook. He was impatient. In his haste, he slipped and tumbled into the water. Manstin struggled about for some time. Finally he was able to get out. Very tired, he crawled back to the wigwam.

Manstin was wet. His teeth chattered. The night air was cold, but he had no wood for a fire. Taking hold of the other rope, he followed it to the forest. There the brave gathered wood. As he did this, he let the rope go. Without this guide, the blind brave was lost. He stumbled about, dropped his wood, and fell into a thicket. He lay caught for some time, groaning and unable to move.

Finally he heard someone coming. It was the grandfather. "Here, Manstin," said the old man, "take back your eyes. I knew you would not be happy in my place."

"I have learned my lesson," said Manstin.

"I have learned mine, too," said the grandfather. "I enjoyed seeing with your young eyes, but I am too old to wander through the forest. I would much rather sit in my teepee."

The grandfather returned to his teepee. Manstin put his eyes back into his head and went happily on his way.

—*adapted from*
Indian Legends of the Dakotas

1. Where did the ropes take the old man?
2. How old was the old man?
3. Why did Manstin give the old man his eyes?
4. What lesson did the old man learn?
5. Were Manstin and the old man really related?

C-6 Rover, the Farmer's Helper p. 122

Literal

1. How old was Bobby? (10 years old)

2. What were the pigs doing? (rooting up the beets)

Interpretive

3. Why did the men have to work long hours in the field? (because the wheat was ripe and had to be harvested quickly)

4. What was Rover's reward? (2 sandwiches)

Inferential

5. How do you know Rover was a well-trained dog? (he learned how to carry the pail; he protected the beet patch; even though he was tired, he carried the lunch pail to the farmers)

Rover, the Farmer's Helper

The wheat was ripe and had to be harvested as quickly as possible. Farmer Hill, Bill, and Hobson would have to work long hours in the field. Mrs. Hill would send them a lunch.

"Bobby," she said on the first day, "the lunch is ready."

Bobby, a boy of ten, took the pail and started down the lane. Rover, his dog, went with him. It was a long walk, and the morning was warm. "How would you like to carry the pail, Rover?" he said.

Rover had never carried a dinner pail, but he took the handle in his mouth.

They went on past the orchard, the big oak tree, and a patch of beets. Finally they got to the wheat field. In those days, binders were used to cut the long stalks of wheat, tie them into bundles, and push the bundles off to the ground. Mr. Hill drove the binder. Bill and Hobson set the bundles of wheat into shocks.

"Here is your lunch," called Bobby. Rover set the pail on the ground in front of Mr. Hill.

"So, you got Rover to carry it for you," said Bill. "That's not a bad idea."

Mr. Hill gave Rover a sandwich.

One day Bobby could not go to the field. "You must take the lunch alone today, Rover," said Mrs. Hill as she handed him the pail. Rover took the handle in his mouth and started down the lane. He went past the orchard and the big oak and came to the beet patch. Just then, he heard a grunting sound. One of Mr. Brown's pigs was rooting up the beets! Rover barked and chased the pig away. As soon as he returned to the lunch pail, however, the pig was back. The chase might have lasted all day, had not Mr. Brown happened along. Finally he and Rover drove the pig far away from the beets.

Rover was hot and tired. He wanted to rest. Instead, he picked up the dinner pail and walked slowly the rest of the way to the field.

Farmer Hill had just said, "I wonder if Mother has forgotten to send our lunch today?"

"Here it comes now," Bill called when he saw Rover.

"So, you brought the lunch all by yourself," said Mr. Hill as Rover set down the pail. "Here are two sandwiches for you."

Until they saw Mr. Brown that night, the men did not know why Rover had been late with their lunch.

—Helen Fuller Orton

1. How old was Bobby?
2. What were the pigs doing?
3. Why did the men have to work long hours in the field?
4. What was Rover's reward?
5. How do you know Rover was a well-trained dog?

C-7 The Mirror of Matsuyama p. 142

Literal

1. Where is Matsuyama? (in Japan)

2. What did the man bring to his wife and his daughter?
   (fine gifts and a mirror)

Interpretive

3. How often did the mother look into the mirror?
   (twice each year)

4. How often did the mother tell the daughter to look
   into the mirror? (each morning and each night)

Inferential

5. What did the daughter think the mirror showed?
   (her mother's face)

Long ago, in the town of Matsuyama, in Japan, there lived a man, his wife, and their little daughter. They loved each other very much and were happy together. Once the man made a long journey. He went to the far-off city of Tokyo. When he returned, he brought fine gifts to his wife and daughter.

The last gift he gave to his wife was in a small, white box. She opened it and took out something round and bright. It looked like a pool of clear water. When the wife looked into it, she saw a beautiful woman.

"It is a mirror," explained her husband. "You see yourself in it. All the women in Tokyo have mirrors."

At first the wife looked often at herself in the mirror. After a while, however, she put it away. "How foolish it is for me to gaze at myself in a mirror," she said to herself. "How much better for me to remember only that my face must be happy and smiling. If it is not, it will make no one else happy. I do not wish any sad or angry look of mine to make anyone sad." With these words, she put the mirror away. After that she looked into it twice each year just to see if her face would make others happy.

The years passed. The man and wife grew older. Their little girl grew up to be as sweet, kind, and loving as her mother. One day the mother grew very ill. She knew that she must die. Calling her daughter to her, she showed the mirror to the girl. The young girl looked into it for the first time.

"Mother, dear," she cried, "I see you here! You do not look thin and pale as you are now. You look happy and smiling as you always have."

"When I am gone," the mother said, "look into this each morning and each night. If anything troubles you, tell me about it. Always try to do right, so you will see only happiness here."

Twice daily the girl looked at the bright, happy face she remembered as her mother's. She told it all that had happened. When the day had been a happy one, the face smiled back at her. She was careful not to do anything unkind, for she knew how sad the face would look when she told of it.

The girl grew more kind and loving. She grew more like the mother whose face she saw each day and loved.

—adapted from
Japanese Folk Tales

1. Where is Matsuyama?
2. What did the man bring to his wife and his daughter?
3. How often did the mother look into the mirror?
4. How often did the mother tell the daughter to look into the mirror?
5. What did the daughter think the mirror showed?

C-8 The Boiled Eggs p. 162

Literal

1. How many eggs did the traveler eat? (ten eggs)

2. What amount was the traveler's bill? ($4,000)

Interpretive

3. Why was the lawyer late coming into the courtroom? (he was delayed in the cornfields)

4. What did the landlord think of the lawyer? (that he was crazy?)

Inferential

5. Why wouldn't the corn grow or the eggs hatch? (because they had been cooked)

The Boiled Eggs

Once a traveler stopped overnight at an inn. In the morning he ate a large breakfast of bread and boiled eggs. He found, however, that he had very little money with him. "I will return in a few days," he told the landlord. "Will you trust me until then?" The landlord said he would, and the traveler went on his way.

When the traveler had finished his business in town, he returned to the inn and asked for his bill. The landlord presented it to him. Imagine his surprise to find that it was four thousand dollars! At first he thought this was a joke. The landlord, however, explained.

"You ate ten eggs," he said. "If those had hatched, they would have been ten chickens. These may have laid eggs and hatched them. In four years, the amount would be four thousand dollars. Because I am kind, I won't figure beyond four years."

The traveler could not pay such a bill. He was told to appear before the chief judge to defend himself for not paying the debt. He told his story to a lawyer who agreed to help.

On the day of the trial, the traveler and the landlord appeared in court on time. The lawyer did not arrive. They waited and waited. Finally, nearly an hour late, the lawyer came into the courtroom.

"Why were you not here on time?" the judge asked him sternly.

"I am very sorry," said the lawyer. "I was delayed in my cornfields."

"Cornfields!" cried the judge. "Why, the corn is not yet ripe."

"I know," said the lawyer. "This morning I boiled two bushels of corn. At noon I shall plant the corn. By next week it will be ripe, and I shall harvest it."

All the people in the courtroom laughed. The judge looked angry. The traveler wished he had not engaged this lawyer.

"How can you think that boiled corn will grow in your fields?" asked the landlord, who thought that the lawyer was crazy.

"How can you think that chickens will hatch from boiled eggs?" the lawyer said in reply.

Then the judge understood. "Were your eggs boiled?" he asked the traveler.

"They were," answered the man.

The judge fined the cunning landlord one hundred dollars. The traveler gave half of the money to his clever lawyer. Then he went home to tell his friends how he had been paid ten dollars for every boiled egg he had eaten.

—*adapted from*
Old Danish Folk Tales

1. How many eggs did the traveler eat?
2. What amount was the traveler's bill?
3. Why was the lawyer late coming into the courtroom?
4. What did the landlord think of the lawyer?
5. Why wouldn't the corn grow or the eggs hatch?

Probes are taken from New Practice Readers - Book D - Grade 5

D-1 An Adventure with an Alligator p. 22

Literal

1. What were the two men looking for? (water turkeys and other interesting animals)

2. How far away was the alligator when the men first saw him? (a quarter of a mile ahead)

Interpretive

3. When will alligators attack people? (when they are brought to bay or cut off from some body of water they are trying to reach)

4. What might the alligator have thought he saw? (a wild hog)

Inferential

5. Do you think the alligator has good eye-sight? Tell why you say yes or no.

An Adventure with an Alligator

One day in March, Charles Bull and I were traveling in a small boat up a body of water. We were looking for water turkeys and other interesting animals. Bull was in the bow of the boat. Suddenly he called my attention to something moving in the water perhaps a quarter of a mile ahead. Some large animal had put out from the bank. We knew that the animal was an alligator.

Wanting to get a good look at it, we went on slowly for some minutes. Then, when we were some three hundred yards from the point at which the animal had started, we headed for shore.

Bull stepped out on the bank. I was about to follow him, but I happened to turn my head and see the large alligator gliding straight toward us. He was moving as fast as a hungry alligator can, which is fairly fast. His great black head and five or six feet of his rough back showed above the water. The boat drifted some yards from the shore.

I remembered that I had no weapon. I knew that the animal could smash the little boat with a blow of his powerful tail, and I knew he could crush me in his jaws.

I sat quite still in the boat, watching him come. He was not terribly large, yet the nearer he got to me, the bigger he looked. His nine feet of armor-plated body appeared to me not less than eighteen. His black head with its raised eyes and nostrils seemed very huge indeed.

My wife and sister, who were in another boat, saw this alligator charging me. They did not know that I realized what was going on. My wife began to shout at me. I shook my head to quiet her. The alligator saw me move. He quickly sank beneath the water.

This interesting little adventure shows in an unusual way something of alligator life that is little known. You see, I was never in any danger. Alligators do not attack people unless brought to bay or cut off from some body of water that they are trying to reach. This alligator had no idea that he was charging a man. Lying far out in the water, he saw something against the bank. He noticed some movement. He may have thought this thing near shore was a wild hog. Hungry after his long winter fast, he had started to charge without taking time to be sure.

—*Adapted from*
Herbert R. Sass

1. What were the two men looking for?
2. How far away was the alligator when the men first saw him?
3. When will alligators attack people?
4. What might the alligator have thought he saw?
5. Do you think the alligator has good eye-sight? Tell why you say yes or no.

D-2 Voices in the Cemetery p. 42

Literal

1. Why couldn't Bill see who was talking? (it was too dark)

2. What were the men in the cemetery talking about? (they were dividing up the stolen potatoes)

Interpretive

3. What did Bill think the men were dividing up? (souls)

4. Who did Bill think the men were? (God and the devil)

Inferential

5. Why did Bill and his father have trouble sleeping that night? (because they believed they had heard God and the devil)

Voices in the Cemetery

One night long ago in a small midwestern town, two men stole a sack of potatoes. They thought that the best place to divide the potatoes would be at the cemetery. There nobody would be likely to see them.

Young Bill Brown happened to pass the cemetery on his way home. He heard a voice and stopped to listen. It was too dark to see anyone, but he heard the voice say, "I'll take this one, and you take that one."

"Mercy!" Bill thought. "I believe that God and the devil are in the cemetery dividing up the souls. I'll run home and tell Father about it."

Bill ran home as fast as he could. He thought that the end of the world must be at hand. He thought that God had come to judge which people He would take and which ones the devil would get. When he got home, Bill was breathless from running.

"Father," he cried, "God and the devil are down at the cemetery dividing up the souls. I believe the Day of Judgment has come!"

"What makes you think that?" asked his father in great surprise.

"I heard God talking to the devil," answered Bill in an excited voice.

"What did you hear Him say?" asked his father.

"I heard Him say, 'I'll take this one, and you take that one,'" Bill answered.

"You must be wrong," said Bill's father.

"Oh, Father," said Bill, "I couldn't be wrong. I heard Him with my own ears. Come and listen for yourself."

"All right," said the father. "But if you are not telling me the truth, it will be hard on you tomorrow."

Bill and his father hurried to the cemetery. They stood by the fence, well out of sight. In the darkness, they heard the voice say, "I'll take this one, and you take that one."

"Didn't I tell you?" whispered Bill to his father.

The men had almost finished dividing their stolen potatoes. They remembered dropping two by the fence. When they had only two potatoes left, the man who was counting said, "I'll take these two. You take the two by the fence."

That was not good news to Bill and his father.

"I am not anxious to be taken by the devil," said Bill's father.

"Neither am I," replied Bill.

So they left at once for home.

For some reason, although they were both quite tired from running, neither Bill nor his father slept very well that night.

1. Why couldn't Bill see who was talking?
2. What were the men in the cemetery talking about?
3. What did Bill think the men were dividing up?
4. Who did Bill think the men were?
5. Why did Bill and his father have trouble sleeping that night?

D-3 . The Lamp Lady p. 62

Literal

1. Who did Florence Nightingale first take care of?
   (Cap, a dog)

2. Where did Florence grow up? (England)

Interpretive

3. Why was she called "The Lamp Lady"?
   (because she went from cot to cot carrying a lamp)

4. How did Cap break his leg? (boys threw stones at him)

Inferential

5. What might have decided Florence Nightingale to be a nurse?
   (her experience helping Cap)

The Lamp Lady

Florence Nightingale was a famous English nurse. She was born in Florence, Italy, and her parents named her after that city.

Florence grew up in England. One day Florence and her uncle took a walk. They followed a path into the hills. It led them to a small cabin on a hillside, which was the home of old Roger, the shepherd. Florence and her uncle had passed the cabin many times before. Sometimes they had stopped to visit with Roger and Cap, his fine, faithful sheep dog.

This time, Cap was nowhere to be seen. Roger was up on the hillside trying to herd his sheep by himself. Without the help of his dog, it was nearly impossible for him to keep the sheep together. Florence could see that old Roger was very upset.

"Roger," said her uncle, "why are you herding the sheep alone today?"

"Ah!" answered the old shepherd. "Some boys passed the cabin last night and threw stones at Cap. A stone broke his leg. He may be dead."

"Perhaps Cap is not dead," Florence said. "Let's go and see." She led the way to the cabin. As she entered, Cap wagged his tail and tried to get up. Florence patted the poor dog and spoke kindly to him. Her uncle felt the dog's hurt leg.

"It is not broken, Florence," he said. "It is only very badly hurt."

"Isn't there something we can do for Cap?" asked Florence.

"Yes," replied her uncle. "Let's heat some water. Hot bandages will help stop the pain and the swelling."

They heated water and tore some cloth into strips for a bandage. First Florence bathed the swollen leg in warm water. Then she bathed it in cold water. Finally she wrapped the dog's leg in cold bandages.

All the while, Cap lay quietly on the floor. He seemed to know that Florence was doing the best she could to help. She did a great deal. Soon Cap was again able to help his master care for the sheep.

When Florence Nightingale grew up, she became a nurse. England had a great war. During the war, Florence went to the battlefields and nursed sick and wounded soldiers. Because of her work and skill, the lives of thousands of brave men were saved. At night as she went from cot to cot, she carried a lamp. The men called her "The Lamp Lady."

Today the name of Florence Nightingale, the Lamp Lady, is known all over the world.

—Adapted from
J. A. Harley

1. Who did Florence Nightingale first take care of?
2. Where did Florence grow up?
3. Why was she called "The Lamp Lady"?
4. How did Cap break his leg?
5. What might have decided Florence Nightingale to be a nurse?

D-4 Outwitting Brindle p. 82

Literal

1. Where did Uncle Hyatt tie the cow's tail first?
   (to a rafter)

2. When Aunt Emily called "whoa" what did the cow do?
   (began to run)

Interpretive

3. A cow that keeps her tail going all the time is
   called a __________. (switcher)

4. What feeling do you have if the cow hits you in the
   face with her tail? (anger)

Inferential

5. Where should Uncle Hyatt tie the cow's tail?
   (to the cow's leg)

Outwitting Brindle

Uncle Hyatt Frame bought a cow named Brindle. He was pleased with his buy until he milked her for the first time. It took only two minutes for him to discover that she was a "switcher." Now, it is bad enough to have a cow that keeps her tail going in fly time. But in winter there is not a bit of an excuse for it. A blow in the face from a long, stringy tail is sure to cause a strong feeling leading to anger.

At the first switch of Brindle's tail, Uncle Hyatt shouted, "Hey!" At the second, he hit the cow in anger. At the third, he got off the milking stool, found a piece of rope, and tied the tail to a rafter.

Warm weather came. Uncle Hyatt moved his milking outside. At the first switch, he grabbed the tail and tied it to his boot strap. When he finished the milking, he got up and picked up the pail of milk. Then he gave Brindle a slap. Brindle moved away, taking Uncle Hyatt's left leg with her. His right leg followed.

Looking from the kitchen window, Aunt Emily was amazed. She saw Uncle Hyatt hopping quickly about the yard after the cow. Milk splashed from the pail. Aunt Emily had no idea what the trouble was. The only thing she could see was that a whole milking was rapidly going to waste. She called loudly from the open window, "Look out for the milk!" Then she hurried to the door.

By this time, Uncle Hyatt and Brindle had reached the farther end of the yard. They had even started on the return trip. Brindle had the air of someone who knew where she was going. Uncle Hyatt hopped after her, still holding the milk pail, which grew lighter and lighter.

"Stop her!" cried Uncle Hyatt.

Brindle was between them, so Aunt Emily did not know the reason for Uncle Hyatt's strange behavior. She ran through the gate, waving her apron and calling, "Whoa, Brindle!"

The frightened cow began to run. The milk pail flew off to one side. Uncle Hyatt fell and moved quickly along at Brindle's heels, grabbing at anything in sight.

Finally his boot strap broke. Brindle ran to the farthest corner of the yard. Aunt Emily helped Uncle Hyatt to his feet, took him into the kitchen, and worked over him with liniment. "Tell me something, Hyatt," she said. "If you had to tie the tail to a leg, why didn't you tie it to Brindle's?"

—*Adapted from*
"Youth's Companion"

1. Where did Uncle Hyatt tie the cow's tail first?
2. When Aunt Emily called "whoa", what did the cow do?
3. A cow that keeps her tail going all the time is called a ___________.
4. What feeling do you have if the cow hits you in the face with her tail?
5. Where should Uncle Hyatt tie the cow's tail?

D-5 My Neighbor p. 102

Literal

1. Name two people who didn't help the woulded Hebrew. (priest and teacher)

2. How did the Samaritan get the Hebrew to the inn? (on the donkey's back)

Interpretive

3. Why did Jesus tell this story to a man? (to explain who his neighbors were)

4. Since the Samaritans and the Hebrews hated each other, why did the Samaritan help the Hebrew? (because he had so much love in his heart)

Inferential

5. According to this story, who are your neighbors? (everyone)

My Neighbor

In the land where Jesus lived, there was a man who did not know who his neighbors were. To explain to the man, Jesus told him this story.

A Hebrew was traveling along a road both rough and dangerous. Wild animals were about. Thieves set upon the Hebrew, took all his money, wounded him, and left him lying alone. At last, a priest came along. He heard the moans and looked toward the Hebrew. Without even crossing the road to help the wounded man, he passed on his way. He did not think he was being cruel. He only thought this: "That man is not one of my neighbors. He is a stranger. Why should I help him?"

Late in the afternoon another man, a teacher, came down the road. He was afraid and wanted to get to a safer place by nightfall. When he saw the wounded traveler, he crossed to him. The man, he saw, was not another teacher. Nor was he one of the teacher's neighbors. He thought, "It is growing late, and I must hurry to a place where it will be safe to spend the night." He did not want to stay in so dangerous a spot just to aid someone he did not know.

Nightfall was near. The cold wind blew. The wounded man trembled with fear when he heard the howl of a wolf. The animal was waiting for darkness. Then it would creep up and tear the poor man to pieces.

The last rays of the setting sun shone upon a donkey and his rider, who was a gentle man, a Samaritan.

When the Samaritan saw the wounded man, he stopped his donkey, jumped off, and ran to the man's side. Then he saw that the man lying at his feet was a Hebrew. The Samaritans and the Hebrews hated one another. They never called each other neighbor. But this Samaritan had so much love in his heart that he forgot the wounded man at his feet was a Hebrew.

"This poor man needs help, and I can give it to him," was the Samaritan's only thought. He helped the Hebrew onto the donkey's back. The Samaritan himself walked along beside until they came to an inn. All night, the good man stayed with the Hebrew and took care of him. In the morning, he left some money with the inn-keeper and asked him to take care of the Hebrew until the injured man was completely well.

—*Adapted from*
Seymour Loveland

1. Name two people who didn't help the wounded Hebrew?
2. How did the Samaritan get the Hebrew to the inn?
3. Why did Jesus tell this story to a man?
4. Since the Samaritans and the Hebrews hated each other, why did the Samaritan help the Hebrew?
5. According to this story, who are your neighbors?

D-6 A Boy Scout to the Rescue p 122

Literal

1. What game were Fred and Don playing? (hockey)

2. How old were the twins? (four years old)

Interpretive

3. Why didn't Fred walk on the ice near the hole? (ice was too thin; wouldn't hold his weight)

4. Why did Fred stretch his arms and legs far apart? (to spread his weight)

Inferential

5. What qualities did Fred have that helped him save little Billy? (calm, clear-thinking, etc.)

A Boy Scout to the Rescue

After two cloudy days, Saturday morning dawned clear and very cold. "What a day for skating!" exclaimed Fred Atwood, pulling on his heavy sweater as he heard the whistle of his friend, Don Vance. Fred got his skates and his hockey stick and ran out to join the other boy.

"Why not call the fellows and go to Scout Camp for a game?" Fred suggested. "The pond at the camp would be a fine place to skate."

After other boys had promised to join them for a game, Fred and Don took a bus to Scout Lane. "How quiet it is," said Fred as they walked up the icy hill toward the caretaker's cabin at the top.

Mrs. Blake was delighted to see the two Scouts at her front door.

"How are the twins, Mrs. Blake?" asked Don. "Soon Billy and Bobby will be big enough to skate with us."

"Indeed they will," answered their mother proudly. "They were four years old last week. You will see them sledding there on the hillside."

The boys skated about, knocking the puck back and forth with their hockey sticks. The twins heard their shouts and ran to the pond to watch. Finally Don hit the puck into the canyon below the pond. While he went to hunt for it, Fred tried some fancy figures on the ice. As he skated to the end of the pond, he heard a twin screaming, "Mother! Mother!" Hurrying to the spot, Fred found Bobby yelling for help. He saw an open hole where Billy hung on to head and hands above the water.

"Hang on, Billy! I'll-help you," cried Fred, jerking off his skates.

Fred knew that the ice near the hole could not hold his weight if he tried to stand on it. The Boy Scout plan for rescue flashed through his mind: "Never walk out to the victim. Crawl out on a long board or rail."

Fred had no time to find a board or a rail. Instead, he threw himself down on his hockey stick. Then he stretched his arms and legs far apart to spread his weight. He inched his way to the edge of the hole. Just as Billy's little fingers began to slip, Fred grabbed his hand. A moment later, he had pulled Billy safely out of the water. With Bobby running beside him, he carried the wet, crying child to the cabin.

—Adapted from
Margaret B. Pumphrey

1. What game were Fred and Don playing?
2. How old were the twins?
3. Why didn't Fred walk on the ice near the hole?
4. Why did Fred stretch his arms and legs far apart?
5. What qualities did Fred have that helped him save little Billy?

D-7 The Bugler and the Bowman p. 142

Literal

1. Where did the robbers attack the travelers?
(in a dense woods)

2. What brought the king's guards to help the travelers?
(a call to arms on the bugle)

Interpretive

3. Why was the bowman sure that he could defend himself and the bugler couldn't? (he had a bow and arrows, the bugler only had a bugle)

4. Why didn't the robbers hurt the bugler? (because he had nothing to defend himself with)

Inferential

5. What must the soldier learn to fight with?
(his head and his hands)

The Bugler and the Bowman

Long ago, two men traveled through a lonely part of the country. One man was a brave soldier who had often gone to battle against the enemies of the king. The soldier carried a strong bow and a quiver full of arrows. The other man was younger. He carried only a bugle. This bugler had often called the king's soldiers to battle with his music, but he himself had never fought in one.

"What should you do," mocked the proud soldier, "if robbers were to attack us? I have my bow and arrows, but you have no weapon with which to defend yourself."

"It is true that I carry no weapon of war," answered the youth. "But with my music I can warn the king's soldiers that enemies are near. With my bugle I can send them messages."

"Music, indeed!" cried the soldier. "Give me my strong bow and swift arrows when there is danger near!"

By and by, the travelers came to a dense wood. Suddenly, robbers set upon them. Although the soldier fought bravely, he was soon wounded. Because the bugler had nothing with which to defend himself, the robbers did not hurt him in any way.

After supper the robber band gathered about their great fire to sing and tell tales. The bugler stepped up to the robber captain. "I can play music for you, if you like," he said, hoping for the chance.

"Play war music for us," cried the captain. "Stir us for fighting!"

The bugler played a stirring song of war. Then he played a marching tune. Finally the youth blew a loud, clear call to arms that would warn the soldiers of the king that enemies were near. The robbers thought this call was just a part of the music.

In the castle, far beyond the forest, one of the king's guards heard the call. "That is our bugler warning us that an enemy is at hand," cried the guard. "To arms! To arms!" A party of soldiers set off at once for the place from which the bugle had sounded. Surprising the robbers, the soldiers caught them all and set free the bugler and the wounded soldier.

Later that night, when they lay down to rest, the soldier said to his companion, "I was wrong, my young friend. A soldier must learn to fight with his head as well as with his hands. Weapons may fail, and then even a bugle may help in a way that a sword or a bow could not."

1. Where did the robbers attack the travelers?
2. What brought the king's guards to help the travelers?
3. Why was the bowman sure that he could defend himself and the bugler couldn't?
4. Why didn't the robbers hurt the bugler?
5. What must the soldier learn to fight with?

-8 A Contest Between a Boy and a Crow p. 162

Literal

1. Who was Billy? (a pet crow)
2. What shiny object did Billy finally become interested in? (a piece of quartz)

Interpretive

3. Where did Billy drop the coin? (in a hole in the top of the post)
4. Why did Danny flip the coin in the air? (to tease Billy)

Inferential

5. What are the two turning points in this story? (when Billy caught the coin and when he lost it)

A Contest Between a Boy and a Crow

One day Mother handed Danny a half dollar. She told him to go to the store and buy a loaf of bread. Billy, his pet crow, was fond of bright things. When he saw the half dollar, he flew after Danny. Danny decided to tease Billy. He flipped the half dollar into the air. Each time Billy saw it, he dashed for it.

Danny flipped the half dollar higher and higher. Billy darted for it and missed each time. He flew from one tree or fence post to another. He always kept his bright eyes on Danny. Danny flipped the coin oftener and higher. He flipped it once too often. This time when it came down, he couldn't catch it.

The coin spun along the side of the road. Billy grabbed for it. Away he flew, proudly clutching his prize. Danny ran after him as fast as he could. Billy flew on ahead and settled on the branch of a tree. He turned the shiny coin over and over with his claws and pecked at it. When Danny came near him, he held the coin with both claws, made a loud noise, and flew on.

Danny saw no hope of getting his coin back. He was afraid Billy would lose it. Suddenly he thought of trying to interest Billy in something else. Danny found a bright stone and flipped it in the air. Billy did not show much interest. Then Danny held several bright things in his hand and spoke to the crow with kindness. But Billy flew away as soon as Danny got close to him.

Danny chased Billy for a long time. Luckily, the crow kept flying toward the village. When they were almost there, he settled on another post. This proved his undoing. Danny came up with some bright things he had found. Among them was a piece of quartz. The quartz shone in the sun and caught Billy's interest. He could not decide whether to trade the half dollar for this bright thing or to try to have them both. At last he let go of the half dollar. It dropped down into a hole in the top of the post.

Billy lost all interest in the shiny piece of quartz. He screamed and dug at the post with both claws.

Danny rushed up. Billy ruffled his feathers and pecked at the boy. Finally Danny got the coin out of the hole. He ran to the village, bought the bread, and hurried home.

—*Adapted from*
"Youth's Companion"

1. Who was Billy?
2. What shiny object did Billy finally become interested in?
3. Where did Billy drop the coin?
4. Why did Danny flip the coin in the air?
5. What are the two turning points in this story?

Probes are taken from New Practice Readers - Book E - Grade 6

E-1 The Plant That Saved Scotland p. 22

Literal

1. The emblem of Scotland is the __________. (thistle)

2. Who was invading Scotland? (the Romans)

Interpretive

3. Where did the Scottish soldiers make camp?
(on the top of a hill)

4. How long was the battle between the Scots and the Romans?
(short but fierce)

Inferential

5. Why would stepping on a thistle today probably not
save the Scottish soldiers?
(because soldiers wear boots or shoes)

The Plant That Saved Scotland

The thistle is an ugly plant. It grows close to the ground. Every leaf is covered with sharp needles, which painfully prick anyone who touches them. It seems unlikely that anyone would like this plant. But the people of Scotland do. They have made it their national emblem because of an incident which occurred hundreds of years ago.

At that time a Roman army was coming from across the sea to attack Scotland. The Romans, having conquered most of the world, had now turned toward Scotland.

The Scots, a brave people who loved their country dearly, fought the invaders fiercely, trying to drive them out of Scotland. But the Scots were greatly outnumbered and finally it looked as if the Romans would win.

As night came, the Scottish leader marched his soldiers to the top of a high hill. "Here, my men, we will rest tonight," he said. "Tomorrow we will fight one more battle. We must win that one or we all die."

They ate their scanty supper, and settled down for the few hours' sleep they needed so badly. Soon everyone was asleep except four guards left for sentry duty. However, they too were very tired, and one by one they also fell asleep. Now everyone in the camp was slumbering.

But the Romans were not asleep. Their general, knowing that the Scottish army was small and its soldiers very tired, had planned to attack that night. Quietly the Romans gathered around the base of the hill. Slowly they crept up the hillsides. Not a sound did they make as they advanced. Closer and closer they came to the sleeping Scottish soldiers. They were almost at the top. A few minutes more and the war would be over.

Suddenly, a wild shriek broke the stillness of the night. The Scots sprang to their feet. Swords in their hands, they charged down the hill. The battle was fierce but short. The Scots were rested and the Romans were tired. A Roman army was destroyed and Scotland was saved.

But what had happened? The guards told how they had been asleep. Who then had given the loud cry that had awakened the Scottish army?

As the Scots were talking, a wounded Roman soldier was brought into camp. "I can tell you who gave that yell," said the unhappy Roman. "In the darkness I stepped on a wretched thistle with my bare feet. The sudden pain made me cry out and give away my army."

So the Scottish soldiers blessed the little thistle that had saved their lives. Ever since then, the thistle has been the emblem of Scotland.

1. The emblem of Scotland is the ______________.
2. Who was invading Scotland?
3. Where did the Scottish soldiers make camp?
4. How long was the battle between the Scots and the Romans?
5. Why would stepping on a thistle today probably not save the Scottish soldiers?

E-2 How Robert Became An Outlaw p. 42

Literal

1. Who was Robert's father? (William, Earl of Huntingdon)

2. Name four things Robert's father taught him to do.
(fence, ride, hunt, shoot with a long bow)

Interpretive

3. How did the swineherd slow up the foresters?
(by locking the inn door)

4. Where did Robert and his three new friends go after he killed the chief of the foresters?
(to the forest of the north)

Inferential

5. Look at the word outlaw. Make up a definition, thinking of the two small words that are in the word.
(outside of the law)

How Robert Became an Outlaw

In early England there once lived a brave knight named William, Earl of Huntingdon, who spent much time training his young son, Robert.

He taught Robert how to fence, how to ride and hunt, and how to shoot with the longbow. Thus the boy came to know the forest as well as the king's own foresters, and could draw a bow as well as men many years older.

At an early age, Robert was left an orphan. He lived with his uncle who seldom saw him. One day when Robert was about sixteen, he left home to go to a shooting match in the town of Nottingham. As he passed through the forest he came upon a band of foresters. In a contest with them, Robert killed a deer. The foresters took him prisoner, tying his hands behind him, for killing one of the king's deer was a grave crime.

On the way to Nottingham, two of the foresters, Phil and Steve, decided to run away, taking Robert with them. As they made their plans, the band came to an inn. The other foresters went inside, leaving Steve and Phil to guard the prisoner. Soon, two sturdy fellows came out of the inn.

Robert saw that one of them was Giles, a swineherd, whom he had befriended in the forest. Just then, Giles saw the face of the prisoner. "How come you here, young master?" he cried.

"Never mind," whispered Phil. "If you are his friend, help us get him away."

Giles and his fellow swineherd helped cut the bonds and Robert and his friends ran to the river. Staying behind, Giles locked the inn door to slow up the foresters. Then he too ran to the river.

All except Giles's fellow swineherd swam safely across the river. He, who could not swim, was struggling in the water when the angry foresters reached the bank.

Giles swam back to his friend's side. Taking him in tow, he started to pull him along.

The chief forester shot at the men in the water. An arrow pierced the back of the swineherd and killed him.

When Robert saw that the unfortunate swineherd had given his life in helping him, he sent an arrow through the heart of the cruel chief.

Now Robert had killed not only the king's deer, but also the chief of the king's foresters. He could not remain in that part of the country any longer. So Robert and his three new friends started for the forests of the north.

Thus did Robert, the son of the Earl of Huntingdon, become an outlaw.

—Adapted from
Tales of Robin Hood

1. Who was Robert's father?
2. Name four things Robert's father taught him to do.
3. How did the swineherd slow up the foresters?
4. Where did Robert and his three new friends go after he killed the chief of the foresters?
5. Look at the word outlaw. Make up a definition, thinking of the two small words that are in the word.

E-3 The Three Brothers p. 62

Literal

1. What did each son want to get after his father's death? (the house)

2. The second son decided to be a __________. (blacksmith)

Interpretive

3. Who did the father give the house to? (the third brother)

4. How did the third brother keep the rain from falling on his head? (by swinging the sword faster and faster)

Inferential

5. Of the supposed accomplishments of the three brothers, which one do you think is the most improbable? Why?

The Three Brothers

There was once a man who had three sons, but no fortune except the house in which he lived. Each of his sons hoped to get the house after the man's death. The poor father, as fond of one as he was of the others, did not know how he could treat them all fairly.

At last an idea came into his head and he said to them, "Go out into the world, and each of you learn a trade. When you come home, the one making the best use of his handicraft shall have the house."

The sons liked this plan. The eldest decided to be a barber, the second a blacksmith, and the third a fencing master. They agreed upon a time when they would all meet at home again, and then they set off.

When the given time had finally passed, the brothers went home together to show off their accomplishments. As they greeted their father, a rabbit came running over the field.

"Ah!" cried the barber, "just in the nick of time." He took his bowl and soap, worked up a lather, and by the time the rabbit came close, he soaped it in full career. Then he shaved it as it raced along, without cutting it or missing a single hair.

His father, astonished, said, "If the others don't look out, the house will be yours."

Before long a gentleman came along in his carriage. "Now, Father, you shall see what I can do," said the blacksmith. He ran after the carriage, and tore the four shoes off the horse as it galloped along. Then without stopping a second, he shod it with four new ones.

"You are a fine fellow, indeed," said his father. "You also know your business well. At this rate, I still don't know who should have the house."

Then the third brother said, "Let me have a chance too, Father." Now it was beginning to rain, so the young man drew his sword and whirled it around and around his head. Not a drop of rain fell on him. Even when the rain grew so heavy that it seemed as if it were being poured out of buckets, by swinging the sword faster and faster, he remained as dry as if under a roof.

His father was amazed, and said, "You have done the best; the house is yours."

The other brothers were quite satisfied with the decision. Since they were devoted to one another, they lived together in the house carrying on their trades and making plenty of money from their great skills.

1. What did each son want to get after his father's death?
2. The second son decided to be a ______________.
3. Who did the father give the house to?
4. How did the third brother keep the rain from falling on his hand?
5. Of the supposed accomplishments of the three brother, which one do you think is the most improbable? Why?

E-4 A Test for a Prince p. 82

Literal

1. Who came to look at the dolls? (nobles, princes, kings)

2. Where did the young man push the piece of straw?
(into the ear of each doll)

Interpretive

3. Where did the straw go in the second doll?
(into the hollow interior of the doll)

4. What does this mean "The other doll lets fall
from his lips everything that enters his ears".
(he gossips and spreads rumors)

Inferential

5. Why do you think this one man was successful in
finding the difference between the two dolls while
all the others failed? (looked below the surpace)

A Test for a Prince

Once a prince had a daughter who was his only child and whom he loved dearly. Above all, the prince wished that his daughter should marry a man who was wise. The man need not necessarily be rich, nor brave, nor handsome. But he must be a man of good sense.

How was he to identify such a man? Finally the prince devised a plan. He had two large dolls made. They seemed precisely alike, like a pair of courtiers. Their dress, their size, their shape were all the same.

The prince then sent out this proclamation: "He who can tell how the two dolls are unlike may marry the princess." This message was sent to the towns and villages so that all might hear it. Everyone anticipated the early marriage of the princess.

Many men came to look at the dolls. Nobles and princes and kings looked closely at the dolls, examined them, and studied their appearance. They compared them in every way they could imagine. But no one was able to find any difference. The people began to fear there would be no wedding.

One day there came to the palace a quiet youth with a steady eye and a keen mind. He looked at the dolls for a long time. He walked around and around them. They seemed to be identical.

Finally he looked at their ears. Next he inspected their lips. Then he asked for a piece of straw. Taking the straw in his hand, he pushed it into the ear of one of the dolls. As he kept pushing, one end of the straw came out the doll's mouth.

He followed the same procedure with the other doll. He carefully pushed the straw into the doll's ear. He watched the doll's mouth as he pushed the straw farther and farther in, but nothing came out. The straw dropped into the hollow interior of the doll.

The young man summoned a servant and said, "Tell the prince I can tell him the difference between the dolls."

Soon the prince came. "Speak up, young man," he said.

"Sir," the young man said, "one doll is better than the other. Like a wise man, he never lets out of his mouth what comes into his ear. The other doll lets fall from his lips everything that enters his ear. One does not repeat all he sees and hears; the other gossips and spreads rumors."

The prince was pleased. "This young man is wise. He shall be my daughter's bridegroom," said the prince. And the wise young man and the lovely princess lived happily ever after.

1. Who came to look at the dolls?
2. Where did the young man push the piece of straw?
3. Where did the straw go in the second doll?
4. What does this mean, "The other doll lets fall from his lips everything that enters his ears"?
5. Why do you think this one man was successful in finding the difference between the two dolls while all the others failed?

E-5 A Salty Story p. 102

Literal

1. What were the old men's stories about?
   ("good old days", exploits of their youth, skill with rifles)

2. How could the man prove that his father's rifle could shoot a deer at a distance of two miles?
   (ground was marked off by a surveyor)

Interpretive

3. Why did Nat say he salted his bullets?
   (because the rifle killed game at such a distance he wanted to preserve the meat)

4. Why did Nat take so long in telling his story?
   (to arouse the curiosity of his listerners)

Inferential

5. Why are older men usually better story tellers than younger men? (had more experiences, heard more, etc.)

A Salty Story

The old men sat around the fire, enjoying its warmth while the storm howled outside. Content with the satisfaction of a full meal and puffing on their pipes, they began, as old men will, to tell stories of the "good old days." Their talk turned to the exploits of their youth, particularly their skill with the rifle.

The man from Virginia told several wonderful stories about his straight shooting. But good as he was, he said, he still could not match his father. One of the Kentucky pioneers, his father had once owned a rifle which he had used to kill deer at a distance of two miles.

"I am sure you find this very hard to believe," he said. "I was doubtful, myself. But the ground was marked off by a surveyor, and he swore up and down that it was true."

This story seemed to quiet the group for a time. Then one of the men seemed to remember something, and he turned to Old Nat.

"Look here, Uncle Nat. How about that rifle that General Knox gave you? If I remember rightly from what you said about it, it could shoot some."

Nat puffed reflectively a moment. "You mean the one I had to fire salted bullets from?"

"Yes, that's the one. Tell us about it."

But somehow Nat did not seem inclined to respond to the interest which clearly showed in the circle of listeners. "Pshaw! It don't matter. Let the old piece rest in its glory."

The others by this time, however, were not to be put off. They urged the old gentleman on. "Let us hear about it," asked one whose grandfather had hunted with Daniel Boone. "Did I understand you to say that you salted your bullets?"

"Sure did," said Nat, very seriously.

"But why?" asked several of the listeners, their curiosity more than ordinarily aroused by now.

Old Nat, however, was in no hurry to answer. Slowly he reached over to the hearth, knocked some ashes out of his pipe, and settled back, contentedly puffing again and clearly enjoying the impatience of his listeners.

"Yep," he said. "I salted every bullet." Again he paused, gazing into the leaping flames as if he could see the old rifle there. His listeners leaned forward to catch his words. Finally he continued.

"Had to do it," he said, simple honesty showing in his look and tone. "That rifle was so good, and it killed game at such a distance that otherwise, especially in warm weather, the game would spoil with age before I could reach it."

—Adapted from
Melville D. Landon

1. What were the old men's stories about?
2. How could the man prove that his father's rifle could shoot a deer at a distance of two miles?
3. Why did Nat say he salted his bullets?
4. Why did Nat take so long in telling his story?
5. Why are older men usually better story tellers than younger men?

Fall to Freedom

Usually the badman of the Old West sooner or later met his fate at the hands of the sheriff or a posse. But not always. This is the story of one of those exceptional times.

Chacon was a bandit who terrorized the Mexican border country, robbing and killing the settlers without mercy. However, he had not yet dared to go into Tombstone, which was ruled with an iron hand by the famous sheriff, John Slaughter. Sheriff Slaughter was a remarkable combination of thinker and fighter, friendly to his friends, but coldly merciless to enemies of the law.

Slaughter's reputation was such that Chacon developed a great hatred for the sheriff. Openly he boasted that if their paths ever crossed, he would shoot the lawman down like a dog. Slaughter just smiled and said nothing, but those who knew him were sure his purpose was as deadly as Chacon's. Time passed, but the trails of the two men did not cross.

Finally Chacon sent a note to Slaughter. "I am coming to Tombstone to kill you," it said. Still, Slaughter said nothing.

One night some time later, Slaughter came into the courthouse carrying two double-barreled shotguns and handed one to his deputy, Burt Alvord. His teeth were clenched and his eyes burned.

"Take this gun and come with me," he said. "Chacon is in town. I'm going to get him."

Slaughter led the way to the outskirts of town where a long tent house stood on the edge of a deep gulch. No light showed in the house.

"I am sure Chacon is in there," whispered the sheriff. "You call at the front door. Chacon will run out the back door. I'll be there waiting for him."

Alvord waited until Slaughter reached the rear of the house. Then he pounded beside the front door with the butt of his gun. Nothing happened, not a movement was heard. As he was pounding a second time, the roar of Slaughter's shotgun echoed in the hills.

"I gave him both barrels," said Slaughter. "He pitched off into the gulch. He must be lying down there dead."

But search as they might, they could find no sign of the bandit. Near the back door they noticed a taut wire that was one of the supports of the tent house. Now they understood. Just as the sheriff had fired, Chacon had tripped over the wire and plunged headlong into the gulch. The accident had saved his life because the buckshot had gone over his head. The bandit must have mounted the pony he had hidden in the gulch and escaped.

—Adapted from Walter Nobel Burns

1. Where did Chacon dare not go?
2. Slaughter brought two shotguns into the ____________.
3. What phrase describes how Chacon boasted he would shoot the lawman?
4. Where did Alvord wait?
5. Why didn't Slaughter's plan to get Chacon work?

E-6 Fall to Freedom p. 122

Literal

1. Where did Chacon dare not go? (to Tombstone)

2. Slaughter brought two shotguns into the ______________.
(courthouse)

Interpretive

3. What phrase describes how Chacon boasted he would shoot the lawman? (down like a dog)

4. Where did Alvord wait? (at the front door of the tent house)

Inferential

5. Why didn't Slaughter's plan to get Chacon work?
(when Chacon tripped over the wire, the buckshot went over his head)

The Fire That Didn't Burn

Do you know why the robin has a red breast? Here is the story as it was told by the Indians of the forest.

Once an Indian lived alone in his wigwam at the edge of the woods. But he was not lonely. The birds and beasts of the forest were his friends. He loved them all. He did not harm one of them. He was known everywhere as the "Friend of the Animals."

The squirrels, the rabbits, and the deer came to his wigwam and begged for food. But his best-beloved friends were the little brown birds who sang to him. When he walked, they would perch on his head and shoulders.

On the other side of the forest lived wicked Indians who did not love animals and birds. These Indians learned of the "Friend of the Animals." They despised him for his kindness. They schemed to kill him.

One day a band of the wicked Indians surrounded the kind man. They seized him and carried him off.

His bird companions were frightened but they followed along, flying over the trees. As they flew, they called down to their friend, "Cheer up, cheer up! We will help you!"

When the bad Indians came to their village, they tied their captive to a large pole. The squaws and children brought bundles of dry leaves and sticks. They piled them high around the prisoner.

Then one brave brought a burning ember from the campfire. He dropped it among the dry leaves. But before the leaves could ignite, a little brown bird dropped quickly from a treetop. He seized the spark in his beak and flew off. As he flew, the feathers on his breast caught fire. They burned a brilliant red. But, incredibly, the little bird was not burned.

Another Indian brought a second ember from the fire. As it dropped among the leaves, a second bird pounced on it and carried it off. His feathers also caught fire and his breast, too, became bright red. Repeatedly, the Indians tried to ignite the leaves. But each time, a bird carried away the spark.

The bad Indians became frightened. "The Great Manitou loves this Indian," said their old chief. "If we harm this man, Manitou will destroy us. Untie him and let him go."

So the captive was freed and happily returned to his forest with his friends, the little brown birds. Each of the birds bore a red breast as the mark of his love for the kind Indian. Ever since then, people have called these birds Robin Redbreasts.

—Adapted from an Iroquois Indian legend

1. Who were the best-beloved friends of the Indian?
2. What did the bad Indians do to their captive?
3. Who was the Great Manitou?
4. What happened when the Indians brought embers to ignite the fire?
5. Why do you think the birds and animals were not afraid of the kind Indian?

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Literal

1. Who were the best-beloved friends of the Indian? (the little brown birds)

2. What did the bad Indians do to their captive? (tied him to a large pole; piled dry leaves and sticks around him)

Interpretive

3. Who was the Great Manitou? (their god)

4. What happened when the Indians brought embers to ignite the fire? (the brown birds carried them off)

Inferential

5. Why do you think the birds and animals were not afraid of the kind Indian? (he was good to them, he didn't harm them, he fed them)

Robin Hood's Return

Now that Robert of Huntingdon was an outlaw, he lived with his companions in the forest of Yorkshire. But he no longer called himself Robert. All men now knew him by the name of Robin Hood.

One day five years later, Robin said to his friends, "I am homesick for Sherwood Forest. We have changed much in five years. With my new name it should be safe to return." They agreed, for they too were homesick. So back they journeyed.

They had hoped that the cruel laws had been repealed and that men were no longer hunted and tortured. But on their first day back, they came upon a party of the king's men preparing to hang two prisoners.

"I would fain save them," whispered Robin. "Are you with me, my friends?"

"Aye," whispered Phil, Steve, and Giles together.

"Then, Phil, you climb into this great oak. When we are hidden, cry, 'Help! Help!' as loudly as you can. The foresters will run to see who is calling. While they are away, I will free the prisoners. When you can, join us at the seven oaks."

In a few minutes groans and a loud cry of, "Help! Murder!" were heard. The foresters jumped to their feet. They ran to look for the murderer, leaving their prisoners behind.

Then Robin crept out and freed the prisoners. Silently the prisoners followed Robin. They were joined by Steve and Giles. Soon Phil came up, laughing at the distress of the foresters.

Robin turned to the men he had freed. "My friends and I have come to live in this forest," he said. "We are outlaws. Will you join us?"

One answered, "We already belong to a large band of merry men. Come you and join us. I am Tom Lee and my friend is called Dick the Draper."

Robin and his friends agreed and the two outlaws led them deep into the forest until they came to a great oak tree. At its foot was a trap door. This door, when lifted, showed the entrance to an underground tunnel leading to an old stone building. The only other door to this building led into another underground passage which finally opened far out in the forest. This second opening was hidden by thick bushes.

Here Robin and his friends met many other men. Because of the cruel laws these men were all outlaws like themselves. When they heard how Robin and his men had rescued their comrades, they welcomed the newcomers to their home in the greenwood.

Thus Robin Hood returned to his beloved Sherwood Forest.

—Adapted from
Tales of Robin Hood

1. What kind of laws governed Sherwood Forest?
2. The second opening to the underground passage was hidden by ________________.
3. What was Robin's motive for freeing the prisoners?
4. Describe the two outlaws Robin saved.
5. How were these men different from ordinary outlaws?

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Literal

1. What kind of laws governed Sherwood Forest?
(cruel laws)

2. The second opening to the underground passage was hidden by ________. (bushes)

Interpretive

3. What was Robin's motive for freeing the prisoners?
(to save their lives)

4. Describe the two outlaws Robin saved. (Tom Lee, Dick the Draper; outlaws who belonged to a large band of merry men)

Inferential

5. How were these men different from ordinary outlaws?
(saved lives instead of taking lives)